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ABSTRACT

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. This section covers development of instructional materials. An introductory chapter provides an overview of the guide, techniques for identifying materials development needs, and a suggested schedule for materials development activities. The second chapter outlines methods for developing seven types of instructional materials: pre-departure materials; student textbooks; student workbooks; grammatical information; cross-cultural information; instructors' manuals; and other teaching materials. The final chapter discusses the logistics of materials development, including establishing a team, ensuring ongoing revision, using computers to work with text and pictures, and cue cards for the computer. (MSE)

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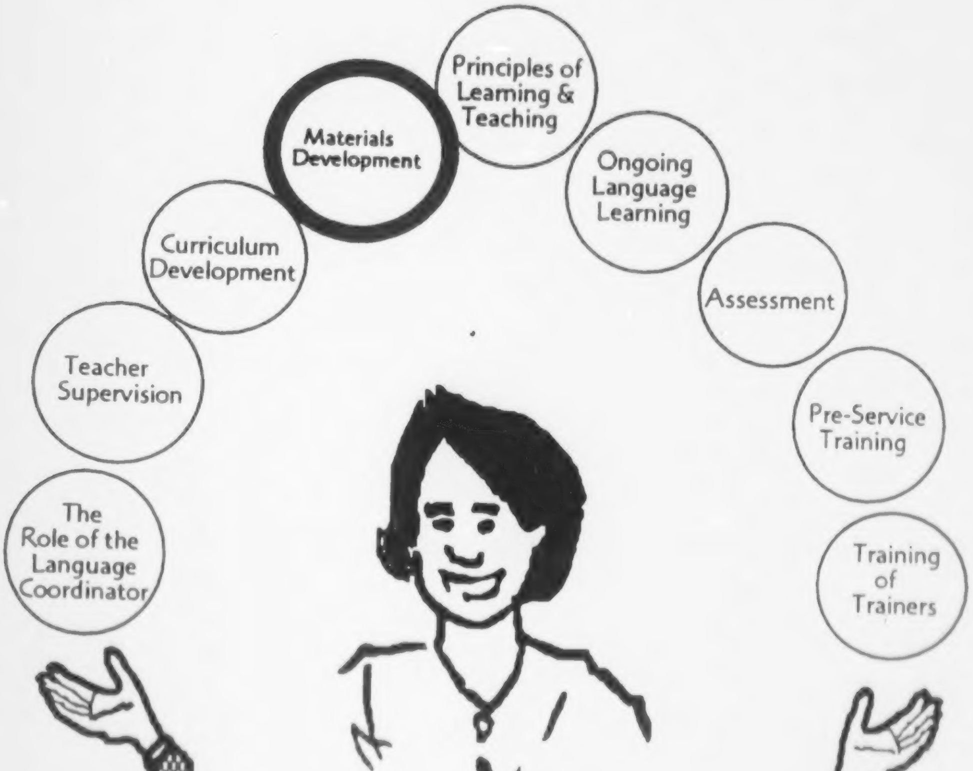
LANGUAGE COORDINATORS RESOURCE KIT

SECTION FOUR

MATERIALS DEVELOPMENT


The Role of the Language Coordinator
Teacher Supervision
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Principles of Learning & Teaching
Ongoing Language Learning
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Pre-Service Training
Training of Trainers

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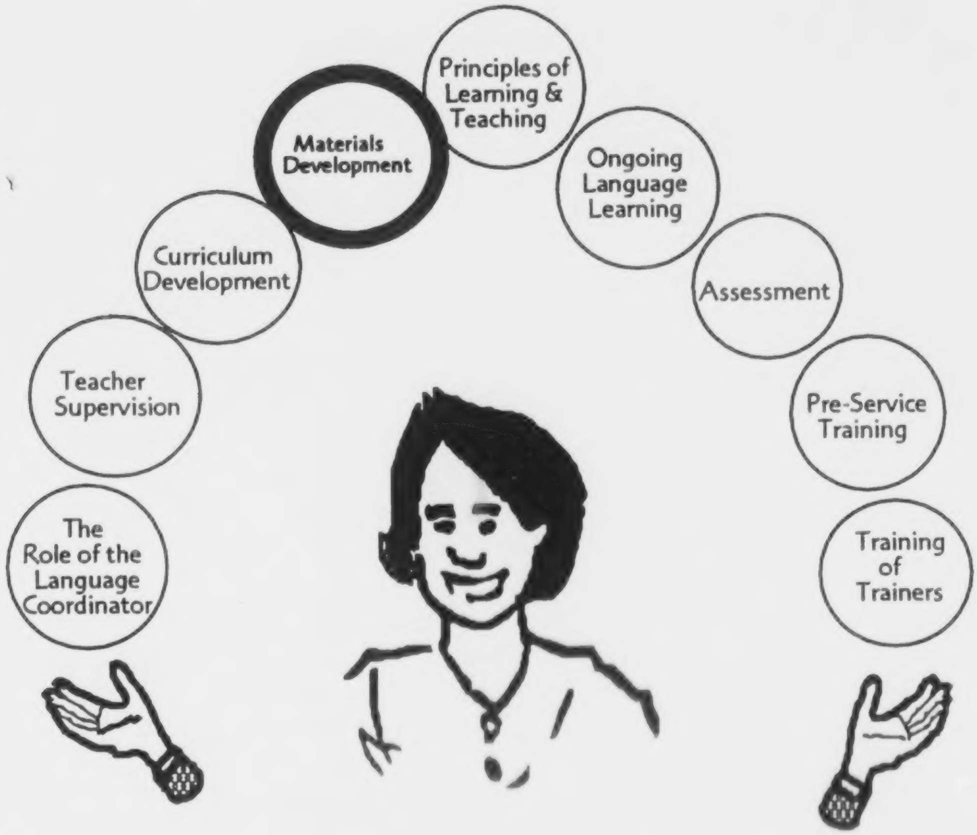
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OVER VIEW

SECTION FOUR: MATERIALS DEVELOPMENT

GOALS OF MATERIALS DEVELOPMENT

After the curriculum has been developed, and your competencies have been selected, sequenced and coordinated with the grammar, vocabulary, pronunciation, and cross-cultural information that you have decided to include, the next step is to develop actual teaching materials. Except for the newest posts, where materials are being developed for the first time, it's important that this process take into account previous experiences in teaching particular competencies, such as successes from previous training programs, particularly effective lesson plans, etc. In addition to being sure to keep what has been especially effective from previous trainings, the content, style, organization and amount of new materials will also reflect two other concerns: pedagogical (design) decisions you have made about the design of your materials and logisitical realities (time, money, and personnel) at your post.

KINDS OF MATERIALS

Most posts require the following materials for effective language training. They need to be developed or obtained from other sources.

1. STUDENT TEXTBOOK

A student textbook will be greatly appreciated and even expected by the Trainees. As with all these types of materials, design features and sample formats are discussed later in this section, but any kind of texbook should include at the minimum:

- an overview/introduction to the language, noting pronunciation features such as problematic sounds (or tones for tonal languages), grammar basics, such as basic word order, and tips for English speakers tackling the language,
- competencies with a presentation of sample language in language texts, such as dialogs, readings, stories, signs and labels,

- grammar notes (These should be clear and brief. They should also refer to points introduced in earlier lessons.)
- culture notes.

2. SUPPLEMENTARY EXERCISE BOOK OR WORKSHEETS

These should be developed for Trainees to do as homework and to use as references. You may want to include them as part of each unit in the textbook or develop a separate workbook for Volunteers to work with on their own. General design consideration like these are discussed in more detail later in this section.

3. TEACHER RESOURCES: LESSON PLANS AND CLASSROOM ACTIVITIES

Teacher resources may also need to be developed and kept on file for future reference, such as lessons plans, which include objectives derived from each competency, suggested activities, and materials for each stage of the lesson. They will be especially useful for less experienced or newly hired instructors. Specific lesson plan formats are discussed in more detail in Section 8 of this manual (Pre-Service Training). In addition, you may also want to develop out-of-class tasks and activities like community contact assignments or cross cultural research questionnaires, activities that can be used for informal assesment both in and out of class, and an activities file, a collection of "generic" classroom activites such as games and flexible language practice techniques.

4. OTHER LANGUAGE RESOURCES

Other materials may also need to be purchased or developed, depending on what pre-existing materials and development resources might be available:

- phrase books and supplementary vocabulary lists
- dictionaries
- audio-tape materials
- explanations of culture and grammar in the host country language, so that teachers can have reference materials also.
- grammar references or "teaching" grammars, which describe the language as it needs to be understood by a learner
- ongoing language learning materials and resources such as a reading library

LOGISTICS OF MATERIALS DEVELOPMENT

As suggested above, you may need to make some difficult choices about exactly what materials can reasonably be developed, depending on the practical realities at your post such as how much money is available, how many and what kind of people are involved, and how much time and what kind of technical resources are available to you in developing your materials. Remember, too, that the characteristics of good language trainers are not necessarily the same as for good materials developers. So some basic features of the materials you develop will necessarily be determined by practical realities at your post.

Whether you are working in a country with previously developed materials that you want to revise or expand, or whether your program is starting this development process for the first time, the basic issues of good design principles and the financial and logistical realities of your post need to be taken into account.

WHAT THIS SECTION CONTAINS

This section contains information about:

- general considerations about the scope and process of developing your language curriculum into a set of printed materials for classroom and individual use.
- design criteria and samples of:
  - pre-departure materials
  - student texts and student workbooks
  - grammar reference materials
  - cross-cultural materials
  - teacher manuals
  - other kinds of teaching materials.
- the logistics of "who" and "how" for developing and revising your teaching materials.

WHAT
NEEDS TO BE
DONE

IDENTIFYING MATERIALS DEVELOPMENT NEEDS FOR YOUR PROGRAM

In the previous section you had a chance to take a preliminary look at your program and curriculum and identify some of your post's most important materials development needs. In order to help you assess and prioritize what other materials may need to be developed for your program, you can use this brief check list that was developed by Peace Corps Language Coordinators to help you assess program needs in the area of materials development. For each of the types of materials listed below select the letter of the response that best describes curriculum development at your post:

A. Completed successfully
B. Completed, but needs revision
C. Not completed, and it needs to be done
D. Not completed, but not important at present
E. Commercially available

Items that you marked with a B or C will probably need further development. Items 1-8 and 13-17 are discussed in more detail later in this section of the Resource Kit. Items 9 and 10 are discussed in Section 8 (PST). Items 11 and 12 are discussed in Section 7 (Assessment), and Items 18 -20 are discussed in Section 6 (Ongoing Language Learning).

MATERIALS DEVELOPMENT

PRE-DEPARTURE MATERIALS:

_____ 1. Welcome letter to the Trainees describing the language component of the training program

_____ 2. Brief information booklet about the language

_____ 3. Tapes and suggestions for learning the language

_____ 4. Further information about the language and culture

PST MATERIALS:

_____ 5. Welcome packet (including cross-cultural information)

_____ 6. Student textbook

_____ 7. Student workbook

_____ 8. Teacher materials: teachers book or teaching notes

_____ 9. Grammar reference materials

_____ 10. Dictionary

LEARNING ACTIVITY MATERIALS:

_____ 11. Lesson plans

_____ 12. Community contact assignments (out-of-class tasks, activities and cross-cultural research questionnaires)

_____ 13. In-class assessment activities

_____ 14. Out-of-class assessment activities

_____ 15. Activity File

OTHER TEACHING AIDS:

_____ 16. Audio visual materials

_____ 17. Audio tapes

_____ 18. Video tapes

_____ 19. Computer games, programs, etc.

TUTORING MATERIALS:

_____ 20. Tutor manual

_____ 21. Session plans for tutor training

_____ 22. Resource materials for Trainees on how to work with tutors and language informants

_____ 23. Special language section in the Volunteers /office newsletter for (poems, short stories, cross-cultural information)

_____ 24. Self-directed learning materials

TIME LINE

SUGGESTED SCHEDULE FOR MATERIALS DEVELOPMENT ACTIVITIES

Peace Corps Language Coordinators have developed this suggested timeline for the major tasks involved in materials development.

MATERIALS DEVELOPMENT TIMELINE	
SEVEN MONTHS BEFORE PST	•Go over existing curriculum, needs assessments, and evaluations of previous materials. •Assess materials available at your post. •Assess commercially available materials. •Decide what materials you need to develop.
SIX MONTHS BEFORE PST	•Develop a budget for development and production. •Decide who will be developing the materials and when; write SOWs; determine a system of payment. •Interview and hire materials developers.
FIVE MONTHS BEFORE PST	With your materials development team: •Identify competency, topic, vocabulary, grammar points, cultural notes for each lesson. •Compile old lesson plans. •Decide on a lesson format : Identify graphics and presentation formats for each competency, topic, vocabulary, grammar point, cultural notes . •Work out a system of work : Assign specific tasks to materials writers. •Start writing materials.

THREE MONTHS BEFORE PST	•Do prepublication review process with current Volunteers and other language professionals and revise accordingly.
BEFORE TOT	•Print enough copies for the upcoming TOT and PST--not for all future training. (Remember that you want your teachers to have a copy enough in advance to be able to work with it.)
DURING AND AFTER PST	•Evaluate effectiveness of materials during PST. •Revise accordingly (see step one).

THINGS TO THINK ABOUT

QUESTIONS TO ASK BEFORE YOU BEGIN MATERIALS DEVELOPMENT

Before you begin a materials development project, there are some general logistical and design issues which must considered. How you decide these basic questions about your materials development goals and process is a fundamental first step in defining your final product. This list of questions was developed by Language Coordinators from ECAM countries.

WHAT ARE YOU REALLY DEVELOPING: STUDENT LEARNING MATERIALS OR CLASSROOM LESSON PLANS?	Is it a sequence of classroom lessons for the PST or should it contain other activities, information, resources and additional units for home study? Will the materials actually be used in class or as a source for follow-up activities and homework?
WHAT IS THE BASIC FORMAT: SINGLE TEXTBOOK OR MULTIPLE HANDOUTS?	Texts have more 'credibility' and foster learner security, but handouts offer more flexibility. You can change and adapt as learner needs indicate. Handouts also have the advantage of being developed as you go along if there isn't sufficient time or resources for materials development before PST. But remember, too, that you can use both formats with a textbook as a basis to be supplemented by handouts developed during the actual training.
HOW WILL MATERIALS BE USED WITH OTHER SUPPLEMENTARY MATERIALS?	Will the materials be designed for use with classroom activities, workbooks, or grammar reference manuals? Will they be used independently? Will they complement existing materials?

WHAT RESOURCES DO YOU HAVE FOR THE DEVELOPMENT PROCESS?

The process of developing, testing, and revising materials is time consuming. You need long-term connection with the project to produce high-quality results. Who will do it? How many and what kind of people will be involved? When will it happen? Is there sufficient preparation time before PST? PST is a busy time, and it isn't realistic to expect much time for development during training.

HOW DO YOU ACCOUNT FOR TEACHER AND STUDENT DIVERSITY AND AUTONOMY?

People learn best in a variety of different ways and with different learning and teaching styles. How will your materials account for this and provide a variety of ways to learn and practice? Can they be used in a variety of teaching situations, from "traditional" classroom to individual self-directed learning? How will you allow for variation in teachers and students?

WHAT PHYSICAL APPEARANCE WILL THE MATERIALS HAVE?

What should the text look like? What kind of Illustrations, printing and layout, printing, etc.? What are the logistical constraints involved in producing and printing?

HOW WILL YOU REFLECT YOUR CURRICULAR EMPHASIS?

Not all competencies are equally important. What does this mean for text design? How will you allow for flexibility and opportunity for learner input? Every PST has a different sequence of activities and competencies. How will the materials adapt to training schedules?

ARE THERE COPYRIGHT CONSIDERATIONS?

Remember that international copyright law governs use of materials that have been developed by other people and organizations. You must have explicit written permission to use or adapt materials from other sources for your own purposes.

HOW
TO DO IT

PRE-DEPARTURE MATERIALS

Developing pre-departure materials to be sent to invitees before they arrive at your PST is a good opportunity to take advantage of their natural enthusiasm and curiosity about the country, the language, and the culture of the place where they are about to spend the next two years of their lives. All materials will, of course, need to be coordinated with the Training Director, the country desk, and the Technical and Cross-cultural Coordinators as well. But a good welcome packet can do a lot to ensure that Trainees will arrive with reasonable expectations and a sense of enthusiasm and commitment for the training process. Pre-departure materials should be friendly, accessible, and upbeat but not so comprehensive or technical as to become overwhelming, especially for less commonly taught languages

WELCOME LETTER

The welcome letter should come from the entire training staff and outline the basic goals, objectives, and expectations of the PST. Typically it includes general information on training design and philosophy, overview of training events, a sample daily schedule, and a brief description of the various technical components. As language coordinator you will probably want to develop a description that includes a general overview of the goals and techniques of language training, some sample generic and technical competencies, and the post's expectations about language proficiency and independent language learning skills that should be attained by the end of training. The letter is also a good place to ask Trainees to bring a tape recorder/walkman that records, so they can use it as an important tool for language learning, both during PST and for continued language learning after training.

INFORMATION BOOKLET

If there are sufficient resources at your post, you may wish to expand the welcome letter format into a more comprehensive format: an information booklet. A booklet can include not only the basic information about the training program, but also more comprehensive information about the country's history, geography, political and economic development, culture and, of course, the language (or languages) that Trainees will be studying, including, perhaps, a very brief, non-technical overview description of some of the basic features that are most different from English.

USEFUL PHRASES/ LANGUAGE SURVIVAL KITS

These materials can be part of the information booklet, or a separate document. Depending on your resources, they can be accompanied by a cassette tape. Typical competencies focused on in these kinds of booklets are some language basics such as greetings, numbers, basic "survival" questions like "where is..." and "how much..." If Trainees are going directly into homestays as part of training, the survival language kit is particularly important and should be focussed on that situation.

TAPES

Typical contents of tapes are language samples that parallel the information in the useful phrases/survival kit booklet. You may also want to add some "words of welcome" from the training staff, as well as some typical music or folk songs. Tapes also offer an early opportunity for Trainees to familiarize themselves with the basic sounds and pronunciation features of the language.

OTHER RESOURCES

Remember that the pre-departure period is a very exciting time for Trainees, when their curiosity and enthusiasm is often quite high, so you might also want to include other sources of information about your country and language. These could be bibliographies of books about the country, commercially available language materials, and even Internet "addresses" where they can obtain more information about their new home.

SAMPLES FROM THE FIELD

PRE-DEPARTURE MATERIALS
WELCOME LETTER

This first example is a welcome letter from Peace Corps Nepal that provides a brief outline of what Trainees can expect from their PST. It is part of a larger booklet called "Let Nepal Namaste", which also includes pre-departure suggestions and letters from current volunteers.

A LETTER FROM THE PC/NEPAL TRAINING OFFICE

Dear Peace Corps/Nepal Invitee,

Greetings from Kathmandu and the Peace Corps Nepal Training Office. We're busy getting ready for your Pre-Service Training program (PST) and thought we would take time out to write you a letter and give you some information on your PST as you make the necessary preparations to leave your homes and attend the Pre-Departure Orientation (PDO). Pre-Service Training is a very intense and stressful period for both Volunteers in Training and Training Staff. It is also possibly the most fruitful learning experience of your life. The goal of PST is to prepare you to start working and living in Nepal. The language, cross-cultural, technical and "living in Nepal" skills acquired during PST will serve as the foundation upon which you build your experience in Nepal as a Volunteer. The training design is "experiential" and "learning how to learn" oriented because much more learning and training will be required after you complete PST in order to be successful as a Volunteer. In-service training and project related conferences are scheduled during your two years of service. Volunteers need to be self-starters and initiators in their work. These skills will be stressed during PST.

Your training program consists of two groups- Auxiliary Health Instructors (AHI), Female Community Health Volunteers (FCHV), and Youth Development Volunteers will be together in one training group. Natural Resources/National Parks/ Agriculture Volunteers will be together in another group. . Upon arrival in Kathmandu you will all stay in the capitol for approximately three days. Your training program time in Kathmandu will consist of an overview of your training schedule, medical orientation, and some language and technical sessions. There is also some time to organize your things before heading out to the training site. Peace Corps/Nepal provides storage facilities in Kathmandu during your two years of service. However, during the training period, we prefer folks to take all their belongings to the PST sites (outside Kathmandu) where there is ample space to keep them. This is because it is easier logistically and time-wise. You will have transportation and assistance provided by Peace Corps when you travel to the training sites. After the initial three days in Kathmandu, you will depart for your PST sites outside Kathmandu. The two groups occupy different sites from this time on.

Your PST will be approximately twelve weeks long and divided into three pieces - Phase One, Phase Two and "Post Visit". Phase One is approximately four weeks long and takes place at a residential training site. Phase Two is approximately six weeks long and takes place at a second training site where all Volunteers in Training live with host Nepali families. The third piece of training is a visit to your future work site . This visit traditionally is scheduled for ten days to two weeks, including travel time.

Phase One

During Phase One the emphasis is squarely on language training. You will spend an average of five hours per day in language class and the remaining time is split between cross-cultural/living skills training and introductory technical training.

The language training is designed to address the most immediate language competency needs first and then progress to the more complex structures and abilities as the PST progresses.
You will have language instruction in both "living in Nepal" language and technical/professional language. Cross-cultural/living skills training focuses on successfully building a rewarding life in Nepal. This training also is designed to address the most immediate needs (competencies) first and then build to the more complex areas. For example, topics range from how to use a "squat-style pit latrine" to "People and Relationships" to"Nepali cultural values" to "Politics in Nepal" to "cross-cultural adjustment". Technical training will focus first on the basics of your program design, job assignments and community development. It then progresses to more 'hands-on'/practical technical training activities.
A typical daily schedule during Phase One is the following:

Breakfast:	*7:00 - 7:30*
Community Meeting	7:30 - 8:00
Language Class *(with breaks)*	8:00 - 12:00
Lunch	*12:00 - 1:30*
Language Class	1:30 - 2:30
Technical and Cross Cultural Trng	2:45 - 4:30
Tea Break	4:30 - 4:45
Sports/Free Time	*4:45 - 7:00*
Dinner	*7:00*

This schedule more or less reflects a typical American workday. It does not, however, follow a typical American work week. During Phase One you will have every sixth day off.

Phase Two

During Phase Two you will change training sites. Your living situation will change from a residential training site to living with Nepali families. You will take breakfast and dinner with the family and spend the day at the training site. Living with a family will provide an even greater opportunity to practice your language, as well as providing for a direct experience of cross-cultural living. This is crucial to begin preparing for life as a Volunteer and making the necessary cultural adjustments to be successful. The emphasis of the training will change from language to technical training (although you will still have up to four hours of language training per day) and you will continue cross-cultural training.
A typical daily schedule during Phase Two is the following:

Language	7:00 - 9:00
****Daal Bhaat w/Family***	9:00 - 11:00
Language	11:00 - 1:30
Break	1:30 - 2:00
*******Khaaja***/Community Mtg**	2:00 - 3:00
Technical/Cross-cultural/ Medical sessions	3:00 - 5:00
Free/Sports	5:00 - ?
Dinner w/Family	*7:00*

***Daal bhaat -> rice & lentils w/curried veg.**
****Kaaja -> snack**

This schedule reflects a typical Nepali workday. The weekly schedule will also follow the Nepali work week which is six days long, with only Saturdays off.

Post Visit

You will travel to your future work site either at the mid-point or during the final weeks of training (depending on your technical group). During the Post Visit you will meet your Nepali supervisors and scout out your work site and possible housing. This is a chance to explore your future home with an eye towards gathering information and asking questions while you are still in training and have access to your Nepali training staff.

Swearing-In and the "post PST" period

The "Swearing-In" marks the end of training and is the official transition point from "Volunteer in Training" status to "Volunteer" status. Just prior to the "Swearing-In" you will spend four or five days in Kathmandu attending training sessions concerned mostly with administrative and medical office issues and processing. After your "Swearing-In" you will spend a few days in Kathmandu getting ready to travel to your post and begin living and working as a PCV.

Training Performance Requirements

During Training your performance will be assessed against certain standards which are set out by Peace Corps Nepal and the government of Nepal. These standards are in the areas of Nepali language proficiency, technical expertise and ability to adapt to the living and working conditions of Nepal. These standards will be reviewed in detail with you upon arrival in Nepal.

The following are general, entry level requirements that need to be met in order to qualify for swearing-in at the end of your PST.

1. Full-time attendance and active participation in all scheduled sessions and activities during training.
2. Demonstrating a willingness to study, learn and practice Nepali language and sufficient language proficiency to attend to primary needs. If by the end of PST this level is not met, the Volunteer in Training may be recommended for swearing-in on condition that s/he agrees to have additional language training either before going to site or language tutoring at site.
3. Demonstrating sufficient adjustment to begin living and working compatibly in Nepal under the supervision of His Majesty's Government of Nepal. (HMG)
4. Demonstrate a willingness to learn technical skills that have been identified as necessary for your job.
5. Dress and interact appropriately to show respect for the culture.

As you prepare yourself to leave the USA for your 27 month Peace Corps experience we hope that this "Namaste Book" will be useful in organizing your mind and materials. We encourage you to read the pre-departure section very carefully. It can be very helpful in organizing your materials. Also, please read the letters from Volunteers, the voices of experience in Nepal. These letters will give you insight into the experience of current Volunteers and help you to get into a good "mindset" for starting your own Volunteer experience. Please bring this Namaste Book with you to Nepal, as you will find it a useful reference.

While the process of preparing is a very intense and personal one, please don't forget to include friends and family in the process. Make sure they have all necessary contact addresses and phone/Fax numbers for you. Addresses and phone/Fax numbers for Peace Corps/Nepal and Peace Corps/Washington (Nepal Desk Unit and Medical Office) are contained in the "Namaste Book". Be sure to write them down or make copies for friends and family before you go.

On behalf of the whole training staff, I'd like to say that we look forward to meeting you when you get to Kathmandu and working with you to make training a very rewarding experience. Have a good trip. See you at the airport.

Sincerely,
Training Officer
Assistant Training Officer

SAMPLES FROM THE FIELD

PRE-DEPARTURE MATERIALS INFORMATION BOOKLET

This example includes two excerpts from the pre-departure booklet from Romania. The first excerpt outlines training expectations. The second provides sample information about Romania and the Romanian language.

TRAINING WHILE IN PEACE CORPS

Peace Corps Romania will provide you with approximately 12 weeks of Pre-Service Training (PST), and In-Service Training (IST) programs. Each Peace Corps Volunteer being sworn-in for service in Romania will have completed approximately 240 hours of language training, 60 hours of cultural preparation, and170 hours of skilled training in your area of technical assignment. Throughout your two years of service, Volunteers and your counterparts may participate in various in-service training workshops designed to increase your technical skills.

During the 240 hours of Romanian language training you are only setting the basis for an on-going two years of language learning. Peace Corps wil assist you in this by providing a Language IST, funding for individual tutoring until six months prior to the completion of service.

Peace Corps Volunteers assigned to Romania have the necessary technical skills by virtue of their academic background, professional experience, and/or specialized training conducted by Peace Corps either in Romania, the United States, or prior to assignment.

Such training ensures:

1. a thorough understanding of the project goals and objectives and the development of skills to carry out the project tasks.
2. exposure to the experiences which will help the Volunteers adapt to the cultural setting in which they will be assigned.
3. basic competence in the Romanian language.
4. an understanding of basic preventive health and personal security issues to ensure the Volunteer of a safe and healthy environment during their assignment in Romania.

Training includes the establishment of the Volunteer's accountability and reporting requirements both to the host Ministry or agency and to Peace Corps. As such, it is the responsibility of the host Ministry to ensure that there is a jointly designated Volunteer supervisor. Such supervisors may be expected to take part in a one or two day training session during the course of the Pre-Service Training. The host Ministry is invited to participate fully in the planning and conducting of the Peace Corps training programs. Additionally, selected personnel from the Ministry are often requested to assist with the technical components of training or act as part time consultants. The Ministry or agency may require that the Volunteer participate in training activities conducted in Romania for its personnel.

PRE-SERVICE TRAINING (PST)

The PST for Romania VI Volunteers will be approximately 12 weeks for all trainees . The training will include technical training, Romanian language instruction, cross cultural and health and safety training. You will be trained in Bucharest and will be living with families. Living with Romanian families will accelerate your language learning, cultural norms, and mores.

You will be given the full schedule for the entire training upon arrival. It is not intended to be complete or inflexible. As training progresses, the individual needs of the trainees will be better identified and the training can be modified accordingly. Any reasonable request to change the schedule will be considered and incorporated into the training schedule if possible. All of the training staff's preparation has not been done to set the design in concrete. Rather the training design is made to change to fit the trainees need.

Scheduled free days and weekends are sacred; they are free for everybody. Staff and trainees can continue to work on free days but will be on a voluntary basis. Please use these free days to recharge batteries, clean clothes and relax. Training should be a time of enjoyment too. (Some mandatory and optional evening activities will be scheduled with advance notice and majority consent).

Learning and adapting to a new culture requires patience, energy and a sense of humor. Adapting to the Romanian culture will be different for each trainee, though some broad guidelines will have application to each. Learning skills necessary to develop cultural and cross-cultural capabilities involve identifying personal needs, collecting and filtering information, and confirming information. Of course, experiential learning forms the basis for cultural adaptation.

PST staff will do their best to facilitate cultural learning, but trainees also share the responsibility to ask questions and try new things. Feel free to make mistakes and enjoy the opportunity to grow.

During PST trainees will be assessed using the following qualifying factors and procedures:

1. Training objectives for language, culture, and technical components of PST will be written and presented to the trainees at the start of the training.
2. Trainees are encouraged to give the feedback to training staff throughout PST regarding their learning needs and other training issues.
3. Verbal feedback will be given to each trainee from the appropriate training staff member in a timely and professional manner, when deemed necessary or helpful. Feedback also means positive reinforcement.
4. If necessary, written feedback will be given to a specific trainee by the appropriate staff member in a timely and professional manner. A copy of the written feedback will be kept in a confidential trainee record, which may be made available only to the respective trainee and PST Project Director. Trainees may request to see their records anytime, and may add any items they wish to their own training records.
5. Formal Progress Conferences will be held with each of the trainees with the Project Director and/or other PST core staff member (language coordinator or cultural coordinator) four times during the PST. Results of the conference will be written down and shown to the respective trainee, and filed in the trainees' records. Trainees may add to the written report if it is considered inaccurate or incomplete.
6. All assessment of trainees is based on performance only. Interpersonal and subjective feelings are excluded from the procedure.
7. At the conclusion of the PST, the trainees may keep their record if they wish to. Otherwise, it will be destroyed. The record is not transferred to the Peace Corps/Romania file.
8. At the conclusion of the PST, the Project Director submits a recommendation sheet for each trainee to the Country Director regarding the trainee status. A trainee who is not recommended to swear-in as a Volunteer is provided with a copy of the relevant behavioral documentation and relevant feedback given during PST. Peace Corps retains a copy of this documentation for clarification purposes.
9. Trainees recommended for Swear-In as Volunteers are asked to sign the Volunteer Oath.

IN-SERVICE TRAINING

1. Three to four months after pre-service training Volunteers attend a mandatory language in-service training consisting of a minimum of 20 hours of language training.
2. No later than six months after being sworn in Volunteers attend a technical IST of no less than 3 days. Whenever possible Peace Corps makes arrangements so Volunteer counterparts can attend.

After the first year of service a three day **Mid-service Conference** is conducted to make critical program adjustments and improvements, assess monitoring and evaluation information and to further upgrade Volunteer skill levels through targeted training activities.

At approximately three months before leaving service a **Close of Service Conference** is held to assist volunteers in their preparations to return home.

ROMANIA

GEOGRAPHY AND DEMOGRAPHICS

Romania covers an area of 237,500 square kilometers (approximately the size of Oregon, 91,700 sq. MI) at the junction of Central Europe, the Balkan peninsula and the Eastern Slavic lands. It borders on Hungary to the west, Serbia to the southwest, Bulgaria to the south, the Black Sea to the southeast and the Ukraine and Moldova to the east and north. Out of a population of 23 million, 88 percent are ethnic Romanians, descended from ancient Roman colonists and their Dacian subjects. The remainder is comprised of two million ethnic Hungarians- 8 % , two to three million Gypsies (also known as ethnic Romany), 200,000 Germans- 1.5 % and smaller numbers of Serbs, Ukrainians, Bulgarians and Armenians. The dominant religion is Eastern Orthodoxy, followed by traditional Catholicism, eastern rite Catholicism and evangelical Christianity. There is also a small and diminishing Jewish community.

Population density was in 1989 about 98 persons per sq. km (about 253 per sq. MI). The population was about 49 % rural.

CLIMATE

Romania has a continental climate, particularly in the old Kingdom (east of the Carpathians and south of the Transylvanian Alps). Long and, at times, harsh winters (mid-November through March), a delightful spring (April through May), a hot summer (June through August) and a beautiful autumn (September through mid-November). The average daily temperature for Bucharest in February is 28 degrees F. The winter months can be extremely cold and windy, especially in the mountains and the northern part of the country. The average daily temperature in Bucharest in August is 95 degrees F. The summer months, mostly in the lower section of the country, can be very hot and humid. Rainfall is heaviest from April through July, and averages five inches in June. In comparison with a city in the United States, Bucharest's climate is similar to that of Washington, DC.

LANGUAGE

Romanian is basically a Romance language with a grammar similar to Latin. This familial resemblance makes it easy for anyone who speaks French, Italian, Spanish or Portuguese to recognize words and phrases in Romanian, even though its vocabulary also contains words old Dacian, Slavic, Greek and Turkish origin, with more recent additions from French, German, and English.German is widely understood- if not spoken- in the areas of Transylvania and the Banat traditionally inhabited by Saxons and Swabians ; and many educated Romanians have learned the language for professional reasons, although the tendency amongst students nowadays is increasingly towards English.Hungarian is spoken in large areas of Transylvania inhibited by Hungarian population.

Linguistic features :

Romanian nouns have 5 cases and 3 genders: masculine, feminine and neuter.

Adjectives are usually placed after the noun and agree with it.

Pronouns have a multitude of forms,.

The definite articles are attached to the end of the nouns and the indefinite ones precede the nouns.

Verbs are conjugated, and they take different endings for each person.

Pronunciation is likewise fairly straightforward.Words are usually, but not always, stressed on the syllable before last, and all letters are pronounced.

(See chapter Romania on the Internet for sample of language).

HISTORICAL OVERVIEW

Romania, one of the most populous countries of Eastern Europe, is a very difficult country to know and understand. Since the overthrow of Ceausescu and the Communist system, Romania has become a country struggling to restructure its political, economic, and social institutions into free and democratic establishments. Although Communism and the Ceausescu dictatorship can be held accountable for much of the state in which Romania finds itself today, Romania has had a complicated history that has produced a lasting influence over the country. This "real" Romania has great charm and can inspire a real interest in the country.Romania possesses a culture which has evolved over centuries. This culture is a product of the many conquering tribes and empires whose civilizations eventually became integrated with the people of the Romanian land. Throughout the time when the Romanian land was occupied by foreign rule, the Romanian people struggled to retain their respective identity as Romanians. They are survivors in the most basic sense. This long and complicated history of foreign rule and dictatorship has made a lasting contribution to the general make-up of the Romanian population and

SAMPLES FROM THE FIELD

PRE-DEPARTURE MATERIALS: USEFUL PHRASES AND LANGUAGE SURVIVAL KITS

Here are two excerpts of "Survival" Language Guides, one from Romania (also part of their information booklet) and one from Bulgaria.

ROMANIAN LANGUAGE GUIDE

1. Greetings	**Salutun**	**Pronunciation**
Hello	bună	*boo-nă*
Good morning	Bună dimineaœa	*Dim-ee-nat-sa*
Good afternoon	Bună ziua	*Zee-wah*
Good evening	Bună seara	*Sierra*
Good night	Noapte bună	*New-opt-ă*
2. Farewell	**La plecare**	
Good bye	La revedere	*La Ray-vay-dare-ă*
Bye bye	Pa	*Paw*
3. Everyday phrases	**Expresii uzuale**	
How are you ?	Ce mai faceœi ? formal Ce mai faci ?informal	*ch = the ch as in cheese*
I'm fine, thanks	Bine, mulœumesc	*Bee-nay Mult- sue- mesk*
Not too well	Nu prea bine	*Nu pre-a Bee-nay*
Please	Vă rog (formal) Te rog (informal)	*Vă rouge* *Tay rouge*
Thank you	Mulœumesc	*Mult - sue - mesk*
You're welcome	Cu plăcere	*Coo Pla- chair- ray*
I like / I don't like	imi place / nu-mi place	*Im plah- chay / New My plah-chay*
I'm sorry	imi pare rău	*Im Paw- ray Ruow*
I would like a glass of water a cup of tea to take a nap to make a call	Aæ dori un pahar cu apă o cană cu ceai să dorm să telefonez	*Ash Door-ee un Pauhar cu Ah-pa* *o Con-na cu ch-eye* *Saw Dorm* *Saw Tlefon-ez*
I'm tired	Sunt obosit / obosită	
I'm cold	Mi-e frig	
I'm hot	Mi-e cald	
I'm sleepy	Mi-e somn	
I'm thirsty	Mi-e sete	
I'm hungry	Mi-e foame	
I'm not hungry / I'm full	Nu mi-e foame / M-am săturat	
Where is .... street .... metro stop .... tram .... bus .... piaœa Amzei .... School no. 5	Unde este strada............ staœia de metrou............ tramvai autobuz piaœa Amzei .... æcoala nr 5	

Peace Corps Bulgaria identified the following items for incluson in their "language survival kit" which they provided for Trainees as part of their pre-departure information packet.
predparture phrases

SOME USEFUL EXPRESSIONS IN BULGARIAN

Greetings/Wishes
Good morning!
Good afternoon!
Good evening!
Hello!
Good night!
All the best!
Have a nice day!
Welcome!
Good bye!

Meeting Somebody
What is your name?
My name is...
How do you do?
Glad to meet you!
Where are you from?
I am from...
How are you?
I'm fine, thanks.
And you?
Not too well.
Do you speak English/Bulgarian?
A little.
I'm sorry, I don't.
Do you understand?
I don't understand.
I don't know.
Please, speak more slowly.
I'm married.
I'm single.

Some Basic Questions and Answers
What is this?
This is a hotel.
What does it mean?
How do you say *coffee* in Bulgarian?
Where is the hotel?
It is over there.
Go...
...straight
...to the right
...to the left
How can I get to the hotel
How can I get to...
the center?
the station?
To/on the right.
To/on the left.
Stright ahead.
Where can I buy coffee?
Have you got coffee?
Yes, we have.
No, we haven't.
Please, give me a coke.
How much is it?
Here you are.
Thank you.
You're welcome.
Sorry. (it is my fault)
Excuse me, may I ask you something?
Excuse me, may I ask you for something?
Yes, please.
Yes, of course.
I have a problem.
I need help.
I've lost my way.
Please, show me the way on the map.
I don't feel well.
I'm sick.
I'm tired.
What time is it?
It's two o'clock.
Would you like a coffee?
With pleasure.
No, thanks.
Where can I get a taxi?
Can I get a receipt, please?
Where can I change dollars?
What is the exchange rate?

Buying Personal Items
Do you have...?
Give me...
...a stamp to America, please.
...a postcard
...two postcards
...a toothbrush
...this souvenir
...a packet of cigarettes
How many do you
want?
How much is it?
Would you write down the price for me,
please?
I'll buy it.
No, thank you!
I don't want it.
I don't like it.
Here you are!
Thank you!

Useful Adjectives
big/small
nice/ugly
cheap/expensive
cold/warm
early/late
young/old
good/bad
strong/weak
tasty/delicious

Other Topic Areas:
Forms of Address
Members of the Family
The Days of the Week
Numbers
n a Restaurant
Menu Reader
House Orientation
Common Medical Problems

SAMPLES FROM THE FIELD

PRE-DEPARTURE MATERIALS: TAPES

These samples consist of two lists of contents of welcome tapes sent to Trainees. It is useful to notice how they supplement and expand the information in the Survival guide. The first sample is from Romania.

The second is from Bulgaria, and also includes the English version tapescripts of the Listening Exercises Section of the tape.

ROMANIA 6 TAPESCRIPT

Side A

1. Introductions : - Mihaela Bobeica -Language Coordinator
   - Art Flanagan -Country Director
   - Anca Tanasescu - PST Director
   - Teachers -- Magda Stancuti
     Maria Kerninger
     Adriana Tepelea
     Dana Holtea
2. Romanian Alphabet
3. Greetings
4. Numbers from 1 to 20
5. Numbers by teens 30 to 100
6. The days of the week beginning with Monday
7. The months of the year beginning
8. Introductions
9. Short conversation with Host family
10. At the bar
11. Short conversation between two friends
12. Asking for directions on the street
13. Useful phrases to be used with the host family
14. Short introductions of Volunteers
15. Happy birthday - Multi ani tráiascá
16. More Introductions from Volunteers :

Side B

1. Introductions
2. Phrases for the first day with the Host Family
3. Useful Information about training
4. Role Play - Lunch at Pizza Hut
5. Telephone Conversations, Getting a taxi
6. What to do for fun - places to go : Discos, clubs, cinemas, TV, etc.
7. Directions
8. Important phrases
9. Shopping
10. Everyday expressions
11. Romanian Song

Peace Corps/Bulgaria
Bulgarian Language Training Tape

Peace Corps/Bulgaria has prepared this language training tape with useful Bulgarian expressions and listening exercises to help you acquire some initial knowledge of the Bulgarian language.

Contents

Side A:

1. Language Coordinator Zoya Lubenova
2. Country Director Larry Bartlett
3. Admin Officer Jean Bloom
4. Peace Corps Volunteers currently serving in Bulgaria:
5. A Language Guide to Bulgarian

Side B:

5. A Language Guide to Bulgarian (continued)
6. Listening Exercises
7. Bulgarian Folk Music

Please, don't forget to take the tape and the script with you when you pack your luggage, unless, of course, you have mastered all those exercises.

Script in English

Hello future Peace Corps Volunteers!
My name is Zoya Lubenova. I'm the Language Coordinator at Peace Corps / Bulgaria and I'm responsible for the preparation and implementation of the language training program in your Pre-Service Training and during your two-year service in Bulgaria.
I have traveled abroad and I believe that knowing the language of the country you are in, is an extremely valuable advantage. It saves lots of troubles and makes your trip more meaningful and enjoyable. I hope that the tape we are sending you will be very useful.
Good luck! I'm looking forward to meeting you in Bulgaria!

Hello! My name is Larry Bartlett. I am the Director of the United States Peace Corps in Bulgaria. I'm an American from Washington. At the moment I live with my family in Sofia. I have two children, an eleven-year-old girl and a six-year-old boy.
And now let me switch to English. I'm delighted that Zoya has prepared this tape to get you started on your language studies. Your volunteer experience will be immeasurably improved by acquisition of Bulgarian. And we will do all we can to support your language learning.
I look forward to seeing you soon! Have a nice trip!

I am Jean Bloom. I'll assist you administratively. I hope to say "Welcome to Bulgaria!" to you very soon. This is a nice country and very different. I think you'll like it.
I know I am joined by all staff members in hoping that your preparations to join us go smoothly. The Bulgarian language is very interesting and your ability to express yourself will enhance your stay here. Have a safe trip and will see you soon.

Hello! My name is Eric Matza. I live in the town of Lovech where I work as a teacher of English. I've been in Lovech for an year and a half now. It's a very nice city. There is a covered bridge there over the river of Ossam and an old part of the city named Varosha. The first language school in Bulgaria is in Lovech but I work in the Math School. I think that the Math School in Lovech is better than the Language School because in the Math School we have very good colleagues - teachers of English. They are young but have a great desire to be good teachers. Well... What else can I say? This is it.

Hello everybody! I'm Jim Nealon. I arrived in Bulgaria in June last year. In America I live in Ohio but here - in Bulgaria I live in Blagoevgrad. I'm a teacher there. We're waiting for you in Bulgaria. All the best! See you in June!

It's February 20th today. My name is Richard Sloane. I work as a business consultant from Peace Corps and I live and work in the town of Kuystendil, pretty close to Sofia.
First, I'd like to say to you "Welcome to Bulgaria!" I hope that your two years will be perfect, a very good opportunity for a nice country as Bulgaria. We have lots of problems but this is normal. We all have problems. But if you have a little patience and if you can work hard, and work at high standards, you'll be successful.
I really appreciate your decision to come here in Bulgaria and become a Peace Corps volunteer because I think this is one of the greatest opportunities to work seriously and to give something really important in those crucial days. We are in the middle of a historical transition from something close to, I hope, something more open. And if you can be a part of this transformation, this is something terrific, this is something with a great quality. Well..., welcome and wish you a success! If you need something, we - the Peace Corps Volunteers are here and it will be a pleasure for me if I can help you. This is part of the reason why I'm a Volunteer and, I hope, we can work together here.
Thank you and see you soon!

Good afternoon future Peace Corps Volunteers! My name is Heather Almer and I work as an environmental person in Gabrovo. This is a town in the middle of Bulgaria where there are mountains in which the nature is very nice and there are a lot of wild animals and plants. The life there is very calm and the work is smooth. I hope, next year you'll enjoy your work here. I think that things in Bulgaria are not very much different from those in America. Probably you'll have your own view but, I think, that you'll like the things here. And if you have good luck, you'll have the same teachers of Bulgarian which we had last summer because they were very good and we learned a lot from them. Now, I'm saying "Welcome to Bulgaria!" I hope that we'll work together on lots of projects. Maybe you'll be future environmental volunteers and we'll see.
Chao and have a nice trip!

Hello! I'm Mary-Margaret. I live in Lovech as well with my best friend Eric. Lovech is a very nice town. He and I like living there. We work at one and the same school. We are teachers of English. As Eric has already mentioned, we have really nice colleagues there. I'd like to tell you now that my two years here are nearly finished, I'm very much pleased with everything I've learned here. Bulgaria is a very nice and interesting country. You'll like the people here very much, I'm sure about this. Simply, come and see!

Good afternoon! I'm Jennifer. I'm a volunteer in Vratza. I'm a teacher there. I have several things to tell you but you'll learn them by yourself. Simply, you'll learn a lot... A piece of advice - do not drink *boza*!

Bulgarian Language Training Tape
Sample Dialogs/Listening Exercises

Listening Exercise 1:
A: Hello! What's your name?
B: I'm Bill. And you?
A: I'm Maria.
B: Pleased to meet you
A: Pleased to meet you

Listening Exercise 2:
A: Hello! I'm Bill.
B: I'm Maria.
A: Pleased to meet you.
B: Pleased to meet you.
A: Where are you from?
B: I'm from Bulgaria. And you?
A: I'm from America.
B: Good bye!
A: Good bye!

Listening Exercise 3:
Good afternoon!
I'm Mary. I'm from America.
I'm from Texas.
I'm a teacher.
I'm a Peace Corps volunteer.

Good afternoon!
I'm Bill. I'm from America.
I'm from Nevada.
I'm a teacher.
I'm a Peace Corps volunteer.

Good afternoon!
I'm Mary. I'm from America.
I'm from Texas.
I'm a business lady.
I'm a Peace Corps volunteer.

Good afternoon!
I'm Bill. I'm from America.
I'm from Nevada.
I'm a businessman.
I'm a Peace Corps volunteer.

Good afternoon!
I'm Mary. I'm from America.
I'm from Texas.
I'm an environmental person.
I'm a Peace Corps volunteer.

Good afternoon!
I'm Bill. I'm from America.
I'm from Nevada.
I'm an environmental person.
I'm a Peace Corps volunteer.

Listening Exercise 4:
A: Excuse me, where is the bathroom (toilet)?
B: Over there.
A: Excuse me, where is the bathroom?
B: Over there.
A: Excuse me, where is the kitchen?
B: Over there.
A: Excuse me, where is the hotel?
B: Over there.
A: Excuse me, where is the cafe?
B: Over there.
A: Excuse me, where is the restaurant?
B: Over there.
A: Excuse me, where is the post office?
B: Over there.
A: Excuse me, where is the shop?
B: Over there.

Listening Exercise 5:
Excuse me. I have a problem. There is no hot water.
There is no towel.
There is no toilet paper.
There is no soap.
There is no electricity.
I have a headache.
I have a stomach ache.
I have a tooth ache.
I have a sore throat.
I have a ear ache.
I am sick.
I have a temperature.

Listening Exercise 6:
A: Good morning!
B: Good morning!
A: How are you?
B: I'm fine.
A: Please, have a seat! Would you like some coffee?
B: Yes, please.
A: What about milk?
B: No, I don't like milk.
A: Would you like sausages?
B: No, thanks. I'm a vegetarian.
I'd like some cheese and butter.
Some more coffee, please.

Listening Exercise 7:
A: Do you like coffee?
B: Yes, I do.
A: Do you like milk?
B: Yes, I do.
A: Do you like eggs?
B: Yes, I do.
A: Do you like tomatoes?
B: Yes, I do.
A: Do you like cheese?
B: Yes, I do.

Listening Exercise 8:
A: Do you like coffee?
B: No, I don't.
A: Do you like milk?
B: No, I don't.
A: Do you like eggs?
B: No, I don't.
A: Do you like tomatoes?
B: No, I don't.
A: Do you like cheese?
B: No, I don't.

Listening Exercise 9:
A: Can I have a glass of water?
B: Yes, here you are!
A: Can I have a coffee?
B: Yes, here you are!
A: Can I have a beer?
B: Yes, here you are!
A: Can I have a coke?
B: Yes, here you are!
A: Can I have a sandwich?
B: Yes, here you are!

Listening Exercise 10:
A: Coffee, please.
B: Here you are!
A: Thank you. How much is it?
A: 10 leva.
A: An envelope, please.
B: Here you are!
A: Thank you. How much is it?
A: 3 leva.
A: A postcard, please.
B: Here you are!
A: Thank you. How much is it?
A: 15 leva.
A: A stamp to America, please.
B: Here you are!
A: Thank you. How much is it?
A: 60 leva.

SAMPLES FROM THE FIELD

PRE-DEPARTURE MATERIALS: OTHER RESOURCES

The newly devloping potential of the World Wide Web makes countries accessible in a way they never were. This sample is an excerpt of a list of internet addresses for Romanian institutions and sources of information on the country that was provided as part of the Pre-Departure Information sent to invitees.

Romania on the Internet
Romanian Sites on the Web--December 22, 1995.

Topic Areas:

- **Art & Literature**
- **Economy and Business**
- **Education and Research**
- **Foundations and Cultural Centers**
- **General Country Info**
- **Government**
- **Internet Access Providers**
- **News**
- **Politics**
- **Regions and Cities**
- **Sport**
- **Tourism**

Art and Literature
http://www.info.polymtl.ca/zuse/tavi/www/poezii/inceput.html
http://www.vsat.ro/artexpo/welcome2.html"
http://www.lglobal.com/sculpcan/nphp.html"
http://www.interport.net/~radvel/poezii.html"
http://www.cs.rochester.edu/u/istrate/romlt/lucru/romlit.html
http://www.atms.be/Hessenhuis/Gallery/Roemeen.eng.html

Economy and Business
http://www1.usa1.com/~ibnet/romccihp.html
http://www.embassy.org/romania/economic/economic.html
http://www.generation.net/romania/
http://www.ids.net/hermes/present.html"
http://www.humnet.ucla.edu/hcf/staff/andrei/romecon.html"
http://www.vsat.ro/IMAGO/IMAGO.html"

Education and Research
http://infocib.ase.ro/
http://www.uaic.ro
http://www.ubbcluj.ro/

STUDENT TEXTBOOKS: GENERAL CRITERIA

Providing a student textbook is one of the major materials development tasks that many posts need to accomplish. Suitable books may occasionally be available commercially, but most programs need to develop such materials themselves. The development process may mean creating all materials "from scratch", or it may mean revising existing materials in order to meet new training needs, such as a specific technical focus, or to correct perceived problems based on previous Trainee evaluations, or even to adjust your training program to include more communicative methodologies. No matter whether you are selecting from pre-existing materials or developing new ones, the criteria for your final product will be similar. Language Coordinators have compiled this list of basic criteria that any good textbook should have.

1. **RELEVANT CONTENTS** The sequence of topics and competencies should be based on a curriculum which reflects learner needs and capabilities. The materials should provide information about authentic language as it is actually used, and should build a positive attitude and a sense of learner responsibility for using the language.

2. **VARIETY OF CONTENT** There should be a variety of exercises and types of activities to support and promote creative, interesting lessons. Content should be variable from the point of view of seriousness and sense of humor. The book should provide materials for different learning styles.

3. **TASK-ORIENTED FOCUS** The contents, including the grammar and other material should all relate to real-life needs and lead to actual language use. Exercises should focus on helping students accomplish specific communication tasks in the target language.

4. **OPPORTUNITIES FOR SELF-ASSESSMENT** The textbook should provide learners with ways to direct and assess their own learning. It should encourage students to formulate their own learning goals and take stock of their progress on a regular basis.

5. ADEQUATE AMOUNT OF CONTENT	The number of exercises and activities should be adequate. The number of new vocabulary items and grammar points introduced in each lesson needs to be controlled (only one or two grammar points per competency).
6. APPROPRIATE SEQUENCE OF ACTIVITIES	Practice exercises and activities should progress: •from easy to difficult or simple to complex •from the known and familiar to the new and unknown •from comprehension of new material (understanding through reading or listening) to production (trying out the new material through speaking or writing)
7. APPROPRIATE USE OF TARGET LANGUAGE/ ENGLISH	There should be less and less reliance on English and an increased use of the target language (in instructions and explanations) as the students progress.
8. CONSISTENT STRUCTURE	There should be a consistent structure throughout the book. Units should correlate with Topics. Lessons should correlate with Competencies. There should be regular review exercises and activities at the end of each unit. There should be both grammar and vocabulary exercises as well as communicative activities combining multiple competencies.
9. ATTRACTIVE APPEARANCE	The book should be appealing looking with clear print and good, clear illustrations. The book should be of a manageable size, not too bulky.
10. CLEAR, CONCISE INSTRUCTIONS	Instructions for exercises and activities should be brief and help the student understand the task.
11. CULTURAL NOTES	Elements of the culture should have a strong place in the book: famous sayings, articles, tips, stories, well-known songs and background notes.
12. GRAMMAR NOTES	There should be clear explanations and tables for grammar points. If possible they should also be presented in charts for self-study outside of class.
13. OPTIONAL APPENDIX	There should be an appendix with information for additional study -- such things as a reader, additional cultural notes, grammar explanations, tables, charts, and a key to exercises.
14. OPTIONAL GLOSSARY	There might be a glossary in the back providing English equivalents for vocabulary used in the book.

THINGS TO THINK ABOUT

STUDENT TEXTBOOKS: EVALUATION CRITERIA FOR INDIVIDUAL LESSONS

In addition to considering general criteria of student textbook design, it is also important to keep in mind some basic principles for designing individual lessons. Language Coordinators from ECAM countries developed this list of evaluation questions for each of the four basic stages of any language lesson (motivation; information, practice, and application). You can use them to help you evaluate the format and content of the individual lessons you're developing.

GENERAL QUESTIONS

- Is there a logical link between the competency and the theme to teach? Does the competency respond to the survival or technical needs of the Trainee? Is the competency reflected in every part and detail of the lesson plan?
- Is there an appropriate emphasis among the four language skills: listening and reading (reception), speaking and writing (production)?
- Does the material respect the learning process progression by moving from dependency to independence? Does every learning style find its place in the proposed activities?
- Would you find the material useful and interesting if you were a Trainee?

MOTIVATION

- Trainees are motivated by the recognition and the attention given to their needs and interests.
- Do the materials contain such material as dialogues/texts written by language trainers; texts from books or newspapers; cartoon strips and video and/or audio recordings to provide motivation to learn particular language content. Is the motivation activity related to the competency?
- Is the language used naturally? Is it adapted to the language level? Is the text the right length? Are there long sentences?
- Can the motivation material be covered in more or less than 20 minutes?

INFORMATION

- Does the language content have a logical or thematic link with the competency? Are the sentences used naturally ? Is the context realistic and credible?
- Is the level appropriate? Is there too much or too little material?
- Is there a mix of inductive and deductive approaches ? Are the explanations precise and adapted to the Trainees' level?
- Can it be presented in a brief amount of time?
- Are the exercises introduced by a brief summary of the points ?
- Is the cultural note logically derived from text/dialogue? (competency/theme)

PRACTICE ACTIVITIES

- Are all activities related to the competency? Are vocabulary words, grammar points, and functions integrated? Is the language appropriate?
- Are activities centered on the Trainees? Are instructions clear?
- Is there variety in the proposed exercises? Do they help the practice of the four language skills? Are activities well varied?
- Is there balance between pre-communicative exercises (Drills...) and those which allow learners to internalize the material by methods other than the simple repetition of words (such as structural manipulation or logical games?)

APPLICATION TASKS

- Is the task (community contact assignment, scavenger hunt, etc.) related to the competency?
- Are instructions clear?
- Would you feel personally embarrassed if you were asked to do it?
- Can the Trainees socially execute the task, as adult people, without feeling ridiculous?

SAMPLES FROM THE FIELD

STUDENT TEXTBOOKS: PROTOTYPE SAMPLE LESSON

Language Coordinators from ECAM countries met in Sinaia, Romania in 1993. Among other projects, one group designed a prototype unit for "the ideal" student text. This sample describes the kinds of exercises and activities that they felt would be most adaptable and useful.

PROTOTYPE LESSON DESIGN
ECAM LANGUAGE TRAINERS CONFERENCE
SINAIA ROMANIA

UNIT # ____
LESSON # ____

TOPIC: Family
COMPETENCIES:
identify family members
talk about own/other's family
inquire about other people's families

CONTENT AREAS:

Vocabulary	Grammar	Lang. Function	Cultural Note
Father Mother Husband Wife Son Daughter Brother Sister Grandfather Grandmother family parents	Expressing possession (3rd person singular-feminine and masculine)	Identifying family relationships, e.g. Asking for and giving info concerning family	

1. MOTIVATION

Instructor shows photo of his/her opwn family and discusses it

2. PRESENTATION

Dialog with pictures illustrating family trees of Bob and Mary (This may be used for T's presentation of new vocabulary and Grammar and for Early Production)

GRAMMAR FOCUS

Subject Pronouns	Possessive Pronouns.	to have
I	MY	I HAVE
YOU	YOUR	YOU HAVE
HE	HIS	HE HAS
SHE	HER	SHE HAS
WE	OUR	WE HAVE
THEY	THEIR	THEY HAVE

3. PRACTICE:

1. Listen to the dialogue between Bob and Mary. Identify the people that they are talking about and put a check mark against their names.
Dialog with Bob and Mary talking about people in their families, their names, ages, professions, etc. (The tape script may either be in the book or in an appendix containing all tape scripts.)

2. Listen to the dialogue again. Fill out the frames in the picture with the appropriate word form the list below:
(mother, sister, grandfather, wife, son)
pictures of some of the relatives shown in the presentation illustrations

3. Say three things you have leamed about:
Bob's relatives
Mary's relatives
(Examples: His wife is from Boston. Her father has a new car)

4. Fill in the blanks with the possessives corresponding to the pronouns and nouns in brackets.
Model: (I) My sister is a student
(He) His parents are in the U.S.
(Dora) Her brother is eight.
5-10 questions

5. Read and answer questions about Ms. "C" and her family.
A paragraph about Mrs. "C" and her family. New vocabulary and grammar will be used alongside with previously practiced/learned material.
Yes/No and wh. questions about the paragraph

6. Fill in the blanks in the following paragraph with one of the suitable words in the frame below:
My, your, his, her,
have, has
Paragraph with blanks to be filled out.

7. Here is Jane's family tree. It is not complete. Talk to your partner to fill out the missing information. *llustration of Jane's family tree with blanks.*

8. A. Use the questions in the frame (you may add other questions of your own) to find out two things about your colleagues and your teacher's families.

Have you got a large family tree?
Do you have many brothers and sisters?
How many people are there in your family?
Tell me about your mother, father, grandfather, grandmother, etc.
(What is her name, job? Where is he from?)

Write what you have found out in a table like this:

Name	What I have found out
Julie	Her father is a professor at ...
Ambrose	His son, John, is 36.

B. Report back to the group about the most interesting things you have found out.

9. Talk to the class about your own family (you might use one of your family photos). Answer the questions you might be asked for clarification.

4. ASSIGNMENTS

a. CONTACT ASSIGNMENT:
Find out about your Host's (or the PC secretary's) family
Deliver the result in speech and in writing

b. Use the information you got in task #8 and devise a "find someone who" warm up for tomorrow's lesson.

c. WRITTEN HOMEWORK:
Two or three short, structured exercises to practice vocabulary, grammar, language functions practiced/produced/used during the lesson.
-fill in blanks with correct form of . .
with missing words (CLOZE)
-ask questions to answers provided
-answer questions
-make sentences using substitution tables

SAMPLES FROM THE FIELD

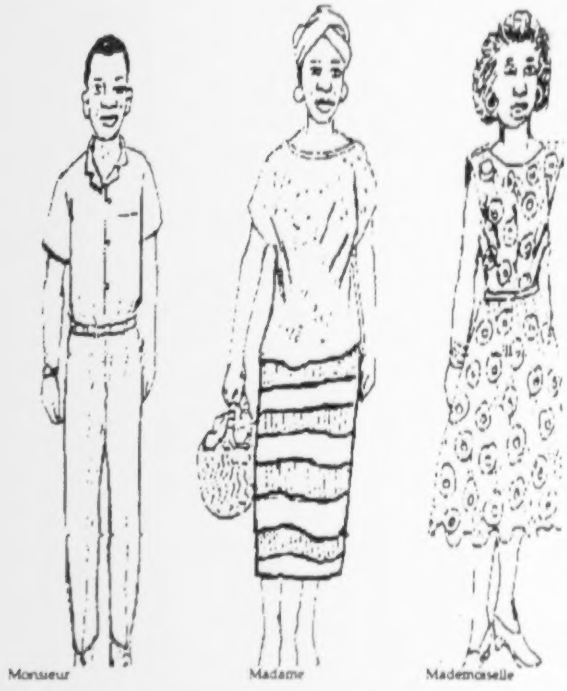
STUDENT TEXTBOOKS: BEGINNING LEVEL FRENCH FROM FRANCOPHONE AFRICA

This sample lesson is the first unit of the beginning French materials developed for Francophone Africa. It is useful to compare what appears here as the student text, with the sample of the parallel lesson from the teachers' manual, which demonstrates how these particular materials would actually be utilized in a classroom.

Competence n°1: Se présenter

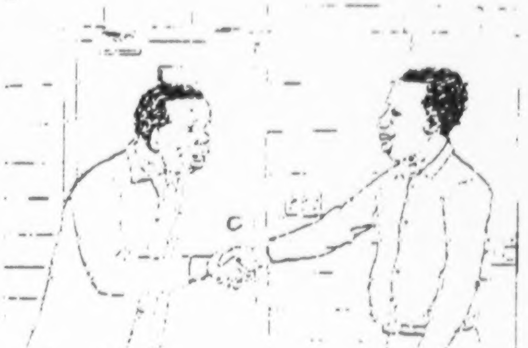
COMPETENCE n°1: Se présenter (Introducing oneself)

1.



Novice Stagiaire

2.



3. *Dialogue*

A Bonjour, Monsieur
B Bonjour, Mademoiselle
A Comment ça va ?
B Bien merci. Et vous ?
A Très bien merci. Comment vous appelez-vous ?
B Je m'appelle Mamadou. Et vous, comment vous appelez-vous ?
A Je m'appelle Linda. Vous êtes malien ?
B Oui, je suis malien. Vous êtes mariée ?
A Non, je suis célibataire. Vous êtes professeur ?
B Oui, je suis professeur. Au revoir Linda
A Au revoir, Mamadou

4. otes ulturelles

-√ **En général, en Afrique on se serre la main pour se saluer.**

- *In Africa, people, in general, shake hands to greet each other.*

√ Les façons de saluer: serrer la main, embrasser, s'incliner, faire une génuflexion.

- *Greetings may be done in a variety of manners: shaking hands, kissing, embracing, bowing, genuflecting.*

√ L'Africain attend qu'on lui demande son nom; il ne le donne pas spontanément quand il salue un étranger.

- *The African waits to be asked his name; he does not spontaneously give it when he greets a stranger.*

√ En général, les personnes de sexe opposé ne se posent pas de questions sur leur état-civil.

- *In general, when people of opposite sexes meet, they don't ask each other about their marital status.*

5. VOCABULAIRE

Salutations

Bonjour	Good morning / Hello
Bonsoir	Good afternoon
Monsieur	Mister
Madame	Mrs. / Madam
Mademoiselle	Miss
Comment ça va?	How are you ?
Ca va ?	How are you ?/ How goes it?
Bien	Well/fine
Assez bien	Well enough/Quite well
Très bien	Very good/well

Prise de congé

A bientôt	See you soon
Au revoir	See you
A plus tard	See you later

Titres

professeur	teacher/professor
stagiaire	trainee

Etat-civil

célibataire	bachelor/single
marié (e)	married

Quelques expressions et questions

Comment vous appelez-vous?	What is your name?
D'où êtes-vous?	Where are you from ?
Vous êtes stagiaire?	Are you a trainee ?
Vous êtes américain ?	Are you an American ?

Verbes

Aller	To go
Etre (de)	To be (from)
S'appeler	To be called/named.

Vocabulaire Supplémentaire

6. Verbs "**Etre**" and "**S'appeler**" in the present tense.

être: to be

Je suis	I am
tu es	you are
il/elle est	he/she is
nous sommes	we are
vous êtes	you are
ils/elles sont	they are

S'appeler: to be called

Je m'appelle	I am called
tu t'appelles	you are called
il/elle s'appelle	she/he is called
nous nous appelons	we are called
vous vous appelez	you are called
ils/elles s'appellent	they are called

7.

Pays/countries	**Nationalités / nationalities**		***traductions***
Mali	malien	malienne	*Malian*
Amérique /Etats-Unis	américain	américaine	*American*
Niger	nigérien	nigérienne	*Nigerian*
Tchad	tchadien	tchadienne	*Chadian*
Congo	congolais	congolaise	*Congolese*
Sénégal	sénégalais	sénégalaise	*Senegalese*
République Centrafricaine	centrafricain	centrafricaine	*Central African*
Guinée	guinéen	guinéenne	*Guinean*
Burkina Faso	burkinabé	burkinabé	*Burkinabe (bey)*
Madagascar	malgache	malgache	*Malagasy*
Côte d'Ivoire	ivoirien	ivoirienne	*Ivoirian*
Bénin	béninois	béninoise	*Beninese*
Mauritanie	mauritanien	mauritanienne	*Mauritanian*
Afrique	africain	africaine	*African*
Zaire	zairois	zaïroise	*Zairian*
Cameroun	camerounais	camerounaise	*Cameroonian*
Gabon	gabonais t	gabonaise	*Gabonese*
Togo	togolais	togolaise	*Togolese*
Comores	comorien	comorienne	*Comorian*
France	français	française	*French*
Maroc	marocain	marocaine	*Morrocan*

8. a) Talking about yourself, circle one answer that describes you from each column.

Nationalité	malien	américain	Sénégalais
Profession	stagiaire	professeur	mécanicien
Etat-civil	marié	célibataire	divorcé
Origine	Etats-Unis	Tchad	Cameroun
Titres	Madame	Monsieur	Mademoiselle

☞ When talking about one's profession in French, the article "a" is not used:

I am a teacher. ——> Je suis professeur.
Are you a doctor?——>Vous êtes médecin?

b) Fill in the blanks with the correct word(s):

- Je m'appelle ____________.
- Vous ________ professeur?
- Je ________ américain (e).
- ______ êtes marié(e)?
- Je suis de ____________.

9. APPLICATION / TACHE

Go and find someone. Introduce yourself to the person and then ask his/her name, nationality, profession, marital status....

Ex.: Comment vous appelez-vous ?
Vous êtes marié(e) ?
Vous êtes professeur ?
Vous êtes malien(ne) ?

10.

SELF-EVALUATION

Choose one of the following answers to rate yourself.

I can introduce myself.
yes ________, not yet ________

I still hesitate when introducing myself.
yes ________, not yet ________

SAMPLES FROM THE FIELD

STUDENT TEXTBOOKS: SELF-DIRECTED LESSON FROM KIRIBATI

This is a sample lesson was adapted from "Learning Kiribati on You Own." As de-centralized training models become more and more common throughout the Peace Corps world, this kind of self-directed independent learning format will be used increasingly.

LESSON PLANNING

This is a self-study lesson written as a model for Volunteers to use when learning language and culture on their own in their sites.

TEA BREAK AT SCHOOL

Tea time is a great time to expand your language since it happens everyday; you're already a part of the group, and you can observe or participate as much or as little as you choose.

PREPARATION: DECIDE WHAT YOU WANT TO LEARN
Think about tea time at your school. What topics do the teachers talk about? Do they ask you questions in their language or they tend to address you in English? Do you find yourself sitting next to teachers who speak English well rather than sitting with those with lower English ability? What language do you need in order to get your tea? What language do you need to chat with the other teachers?

If you don't already know the following from past experience, observe at tea time for a few days. Notice who talks to whom, the relationships between men and women teachers, where people sit, and what the general routine is. Observe your own role—become aware of who talks to you, what they say to you, what you wish you could say to them that you can't. Think about what you already know. Think about what you will have to do to become more a part of this group of people.

Tea time is a good time to observe without being obvious because you'll also be drinking your tea and eating.

Then choose your objectives based on what you most need. For the purpose of this lesson, let's assume you already know how to request tea-with lots of sugar. What you want to learn now is how to converse with the teachers socially. You'll have to make decisions about what specifically to focus on first; one area you might choose is conversation about the food served at tea time and how to compliment food items brought by other teachers. At school today, during tea time, try not to get very involved in conversations in English or in your new language. You are there to listen and learn.

LEARNING

I. Focus Your Attention

Pay attention to the area you have chosen: complimenting food items. You have decided to listen for food vocabulary, phrases for compliments and other language that is used as tea is served. Listen to the intonation used with compliments. Listen to differences between men and women giving compliments. What is the response to a compliment? Listen for the word order in the statements; compare it to the questions.

2. Comprehend and Remember

Listen to specific aspects of the conversation and use your knowledge of the language and your previous experiences with tea time to make some guesses about unfamiliar expressions and phrases. Look at people's facial expressions when tea is served and try to guess when they are praising the food and the cook. When you hear the phrases that you don't know, try to repeat them silently to yourself and try to remember the food vocabulary that you hear by thinking of the items within categories: learn the things that you put in tea together, remember the new sweets by color or texture. Divide compiments by food/drink/homemade versus store bought items.Get a feeling for the rhythm and melody of the sounds, and make connections in your mind between the sounds and the meaning. Write down what you can remember as soon after tea time as possible or carry around a notebook and get a teacher to help you write the new words and phrases as you hear them.

3. Practice

- ***Begin Creating the Conversation.*** Write down what you want to be able to say and understand, in the form of words, phrases and expressions that you want to use, questions and expected answers, or a dialogue that you think will fit your situation. Go to a dictionary or a phrase list or ask a teacher what she would really say at tea time. Start with what you already know and then consult outside sources.
- ***Listen.*** Listen at other events such as parties or dinners to hear compliments. Add to your list.
- ***Practice saying the words and phrases*** until you can do it easily, without looking at your notes. Play some games with local kids to practice the names of food. Put descriptive adjectives or phrases on cards and match them to certain foods that you like (or dislike). Try out compliments on your neighbor or on the neighborhood kids and look and listen for people's reactions.
- ***Role-play*** the dialogue with a friend, you taking the role of the Volunteer and he or she pretending to be another teacher.

4. Go Out and Do It

At the next tea time, take a deep breath, wait for the appropriate moment, and surprise your colleagues wit your ability to use the language to compliment the food. Don't forget to use the words that you hear--perhaps repeating them after you hear a teacher use them. Focus on simple sentence structure. And use clarification strategies, such as asking someone to speak more slowly or asking for the word for an item you don't know. And reward yourself by having three extra biscuits and an extra spoonful of sugar in your tea.

FOLLOW UP: LEARNING FROM THE EXPERIENCE

1. Think About What Happened.

As soon as possible, write down/think about what happened. Who did you talk to? What was the reaction of the teachers to your attempts at conversation? Make notes of things (perhaps in your language journal) that happened that surprised you in any way, good or bad.

2. Make a List of New Words and Phrases.

Compare your notes with your original phrases. What are the words and expressions you actually heard and used. What did you learn about the language? Start making a list of different ways to compliment (the food).

3. What Did You Learn About the Culture?

What did you learn about the culture of tea time at school? What are the conversation topics? Who talks with whom? What are the male/female relationships?

4. Tell a Friend About Your Experience.

Ask the questions you have about the language and the culture. Decide if you want to do some drills or language games or an additional roleplay. Perhaps you want to record the next tea time and listen to the tape with your friend.

5. What Did You Learn About the Way You Learn?

If you wrote down and practiced a possible dialogue in advance, did it help you or would you prefer to have just a few phrases to get started or do you like to just dive into the situation and do as much as you can on the spot? Are you beginning to identify language areas where you need more practice? What can you do to get this practice? How did you remember your new vocabulary?

5. Plan Another Lesson.

Now you are ready for your next tea time and perhaps for a new topic of conversation.

6. Possible Next Steps:

- Record the tea-time conversation (make sure it's all right with the other teachers) to listen to later. Listen to the tape, repeating after the phrases and trying to figure out the meaning. Then try some of the new words and expressions the next day.
- Practice the language involved in polite passing of food items and requesting items with a friend the day before—by role playing, for example. Do the same with compliments and comments about the food that are appropriate in this situation.
- Tea time is a great opportunity to listen to small talk. Look for topics you can use to plan other self-study lessons. For example, how about a lesson for yourself based on talking about the students. Learn the words and expressions the other teachers use to describe the students' work habits and intelligence, and their feelings toward them. Or learn to talk about the weather, next weekend's social events at the village meeting center or the party last weekend.

THINGS TO THINK ABOUT

STUDENT WORKBOOKS: QUESTIONS TO ASK BEFORE YOU BEGIN DEVELOPMENT

Student workbooks can be used in a number of different ways, and for a number of different purposes. The scope and design of such materials will therefore vary widely. Language Coordinators from ECAM countries have compiled some basic questions that you need to decide before you begin the student workbook development process.

WHEN ARE THE MATERIALS TO BE USED?

There are two different times in the language learning process when there might be a need for student workbooks.

- Workbooks can be designed to use **during PST** in connection with other teaching materials, such as your student textbook.
- They can also be designed for Volunteers to use **after PST** to promote continued language learning, and provide some structure for working with a tutor.

WHAT PURPOSE DO THE MATERIALS PLAY IN YOUR INSTRUCTIONAL PROGRAM?

Workbooks designed for use during PST can also serve different purposes. You may want a collection of additional practice activities to be used in connection with your student text. Such workbooks would contain the homework, contact assignments and additional reading and study materials that you expect Trainees to study each day after their regular classes. Such workbooks would not necessarily need answer keys, since the expectation is that the teacher would go over such activities in class or as homework. This style of workbook also adapts well to being in the form of separate individual handouts that are distributed by the teacher as a follow-up to a specific lesson.

PST workbooks can also be designed to provide supplementary information that can be used voluntarily for self-study by more-motivated or more-advanced Trainees, or to present information in ways that appeal to different learning styles. Such workbooks might contain additional information on grammar, readings, or cultural information in the target language that Trainees could work through at their own pace. This kind of workbook should ideally have features that promote self-directed study, such as answer keys to the exercises, and indexes and should probably be a single set of bound materials.

HOW ARE THE MATERIALS TO BE USED: SELF-STUDY OR WITH A TUTOR?

As suggested above, workbooks designed for use after PST can be designed for self-study or for use with a tutor or language informant at the Volunteer's site. Materials that are designed to be used with a tutor might have a substantially different format from those that are designed to be used as part of your language program (either in connection with PST or as a follow-up). The information in this section focuses primarily on developing workbooks to be used in connection with your language program. A fuller discussion of tutor materials can be found in Section 7 (Ongoing Language Learning) of this Resource Kit.

WHAT SKILLS DO YOU WANT TO STRESS?

Communicative language teaching tends to focus on productive skills and specific communicative competencies. The emphasis is often on speaking and listening, with reading and writing taking a more secondary role. Workbooks might be used to focus on more receptive skills, or on literacy. This is particularly true for languages that use non-Roman alphabets. With a limited amount of time for language training, you will probably want to spend valuable class time on productive competency, with more time being given to language practice and use, rather than to explanations about the language. This means that your workbook might need to focus more on the issues NOT covered in your day to day materials and lesson plans. Workbooks are also a good format for providing information for learners whose learning style is more analytical.

WHAT IS THE DEVELOPMENT PROCESS?

As with any materials development, there are some basic logistical considerations that you need to think about. ECAM Language Coordinators have identified these questions to consider as a preliminary step in your development process:

- Is there a need for a workbook or additional exercises that supplement the daily lesson? Why or why not?
- How is your post creating additional exercises to supplement the daily lesson? Who is doing the work? Is it for extra pay or is it a part of the teaching load? Do teachers develop and share materials? Describe how it is done at your post.
- In what form are the additional exercise: loose sheets, loose sheets and 3-ring binder or a single bound volume?
- Is creating additional material part of the Language Coordinator's job at your post?

HOW TO DO IT

STUDENT WORKBOOKS: SUGGESTED ACTIVITIES

Many of the same kinds of exercises and activities that are used in student textbooks are also appropriate for student workbook formats. Language Coordinators from ECAM identified different elements that could be included in workbooks and different kinds of exercise types that could be used with those texts. While their recommendations are organized by skill area in the areas of grammar, listening, reading and writing, you may choose to organize your workbook to address all four skill areas in a single competency. *(Items marked with a * would probably be more appropriate for workbooks that are designed to be used with a tutor, rather than workbooks with a self-correcting answer key.)*

GRAMMAR EXPLANATIONS AND PRACTICE EXERCISES

GRAMMATICAL EXPLANATIONS	Explanations should be in simple language that concentrate on one structural difference at a time. Each explanation should be illustrated by three to five example patterns.
STRUCTURED EXERCISES AND ACTIVITIES (SEQUENCE VARIES WITH LANGUAGE)	•Put in correct form according to the pattern /verbs, nouns, adjectives, pronouns, etc. •Choose the correct form given in brackets, e.g. out of 3 forms. •Scrambled sentences--put sentences in correct order. •Change certain words into given tense or number . •Develop sentences according to cues; e.g. Usually I cook myself. And yesterday?-cue/my mother--*Yesterday my mother cooked.* •Ask questions about underlined words. •Connect sentences with a conjunction. •Match given adverbs and verbs; adjectives and nouns; pronouns and verbs, according to the endings. •Cloze exercises; filling in missing words; e.g. prepositions, adjectives, verbs. •Describe a given family tree using possessive adjectives. •Answer the questions according to the given map, explaining location, directions, etc.
UNSTRUCTURED PRACTICE ACTIVITIES	•Read a given story. Select all nouns/adjectives, or verbs, etc./ Change their number/degree of comparison, tense, etc. •Retell a story in a different tense.

- Describe what you did yesterday in 7 sentences then do the same about today or tomorrow.
- Make up questions about the text or picture.
- Complete sentences.
- Finish a story, using directions, adjectives, etc.
- Write 4-7 sentences describing the picture, using a certain grammar structures.
- Generate sentences from basic words.
- Make up a situation or context for a given sentence that explains or illustrates why that particular tense was chosen.
- More creative exercises for free practice: answering the questions according to a map or picture; make up a story using certain grammar phenomenon; analyze a given situation as a detective; speak about your dream using subjunctive mood etc.

PUBLISHED SOURCES OF USEFUL EXERCISES

(REMEMBER COPYRIGHT RESTRICTIONS)

Grammar Practice Activities, Penny Ur., (Cambridge Handbooks for Language Teachers.)
Teaching Grammar , Marianne Celce Murcia, (Oxford University Press).
Teaching and Learning Grammar , Jeremy Harmer, (Longman)
Grammar Work (1-4) ,Pamela Breyer. (Prentice Hall Regent)
Take 5: Games and Activities for the Language Learner, M. Carrier and the Centre for British Teachers. (Harrap.)
Grammar in Action , C. Frank (Pergamon)
Keep Talking , F. Klippel (Cambridge Univ. Press)
Grammar Games , M. Riccoluchi M. (Cambridge Univ. Press)
Active Grammar , W. Bald and D Cobb. (Longman)
Ways to Grammar by Sheperd. (Macmillan)
Grammar Practice for Intermediate Students, , S. Elsworth and E. Walter, (Longman)
Grammar in Practice 1 and 2 , Seidl, (Oxford Univ. Press)
Elementary Grammar Workbooks #1,2,3 , M. Higgins (Longman)
Grammar Dimensions: Form, Meaning, and Use Diane Larsen-Freeman (ed.). (Heinle & Heinle)

LISTENING TAPES AND SAMPLE ACTIVITIES

POSSIBLE CONTENT:	POSSIBLE PRACTICE ACTIVITIES:
DIFFICULT PRONUNCIATION: LETTERS, COMBINATIONS OF LETTERS (CLUSTERS), MINIMAL PAIRS	• Identify letters and circle or point to the correct one. • Fill in the missing letters (you hear and it wasn't in the list given in the exercises). • Match. • Listen/Repeat.
WORDS/NUMBERS	• Circle the appropriate word, number. • Match a word to a picture.
RADIO/TV WEATHER BROADCASTS	• Match Country and its forecast. • Identify the correct country.

PRICES OF FRUITS/ VEGETABLES/ CLOTHES, ETC.	• Circle the right price. • Write the price under the corresponding item. • Match the price to the item.
RADIO AND TV ADVERTISEMENTS	• Identify the subject of advertisement. • Go to the supermarket and check the price.
ANNOUNCEMENTS ABOUT TRAIN/ BUS/ AIR ARRIVALS & DEPARTURES	• Find out the number of the route. • Complete the statement e.g. X Airline ...announces the departure of flight...
SHORT DIALOGUES:	
A) CHILDREN/ OLD PEOPLE/ YOUNG PEOPLE	• Identify the age of the person and underline. * Discuss the topic. • Choose some specific expressions (e.g. from a list.)
B) MARKET SITUATION: BARGAINING FOR A LOWER PRICE	• Identify the price. • Identify the problem (maybe the customer doesn't like the quality and wants to get the money back). • Describe the manner of their conversation (rude, angry, impolite or polite). • Identify some specific expressions used in a problematic situation (cultural mode).
C) TELEPHONE CONVERSATION	• Explain the topic of their conversation. • How does the telephone conversation start/end? • Complete some lines from the dialogue. * Take a message.
D) TWO FRIENDS THAT WENT TO DIFFERENT SHOPS FOR DIFFERENT ITEMS	• Listen and match the name of the shop to the item. • Think if it's appropriate to buy that at that kind of shop.
WELL KNOWN SONGS, POEMS, TONGUE TWISTERS, AND FAIRY TALES	• Think/share info. completing the exercises. * Give your creative version of translation. • Try to sing or reproduce what you've heard.
CONFERENCE OR MEETING CONCERNING DIFFERENT TOPICS (LIKE ENVIRONMENT, HEALTH, ETC.)	• Identify the topic and the goals/objectives. * Write the main ideas. * Think about /share your idea.
VIDEOTAPES WITH FILMS/CARTOONS	* Discuss and think about the title, ideas and cultural things (e.g. how people greet each other or decline something politely, etc.) * Give a short summary. * Suggest someone to see this film and give reasons.
AN INTERESTING AND MYSTERIOUS STORY THAT ENDS ALL OF A SUDDEN	* Write the end of it. • True or False Statement. • Identify some synonyms, antonyms from 2 columns.

LISTENING TEST (LIKE TOEFL)	• Match correct answer. • Choose correct answer.
COMMANDS AND INSTRUCTIONS	• Draw following the instructions and what have you got? • Follow the commands on a recipe and what dish have you got?
SPEECH BY A TRAVELER WHO VISITED DIFFERENT COUNTRIES	• You have the map, find the places and put them on it.
VERBAL DESCRIPTIONS	• Listen and complete the circles (one round, the other- oval) by drawing (e.g. blue eyes, red lips. long legs, etc.) • Characterize those two imaginary persons, guessing who they are and their character.
PUBLISHED SOURCES OF USEFUL EXERCISES ***(REMEMBER COPYRIGHT RESTRICTIONS)***	*Listen For It*, Jack Richards, Deborah Gordon, Andrew Harper, (Oxford Univ. Press) *Listen First*, Jayne Adelson-Goldstein, (Oxford Univ. Press)

READING PASSAGES AND SAMPLE ACTIVITIES

TYPES OF TEXTS	• stories: - problem solving - critical incidents - with parts missing (the middle, the end, etc.) - with pictures instead of some words • dialog/ polylog (3 or more participants) • newspaper articles • jokes • poems (nursery rhymes, etc.) • tongue twisters • proverbs/sayings • famous quotations • signs/maps/forms/recipes • games (crossword puzzles, memory games, etc.)
EXERCISES	• Read...and answer the questions. • Choose the right answer (multiple choice). • Scan...and check what is true/false (e.g. in the picture). • Find the answers to the crossword puzzle in the text. • Complete... (the statement, dialog, story). • Give a title to the story (express the main idea). • Read...and think of your solution to the problem.

- Go ask (call) your...(friend) how to manage the situation (critical incidents).
- Read (retell) the story (Use words instead of pictures).
- Paraphrase the story.
- Use the model to tell your own story.
- Read and make a chart to organize the information.
- Find synonyms/antonyms.
- Read...and make a chart to organize the information.
- Match pictures with the text.
- Compare the stories and tell about the differences.

WRITING ACTIVITIES FOR WORKBOOKS

CLOZE EXERCISES	• Fill in missing words (the words are given below). * Fill in missing words(the words are not given)
CROSSWORD PUZZLE	• Write the vocabulary words from today's lesson into this crossword puzzle.
LIFE SKILLS WRITING	* Fill in official forms (telegrams, personal account, blanks, etc.). * Fill in forms according to the given information
PARTIAL DIALOGS	• One part is missing. * Create an original dialog after a model.
STORIES	* creating dialogue from the story * creating story from the dialog * creating story from the key words * creating a story from the pictures, family trees * incomplete stories * answering post cards, letters
JOURNALS	* assigned topics * free writing diary

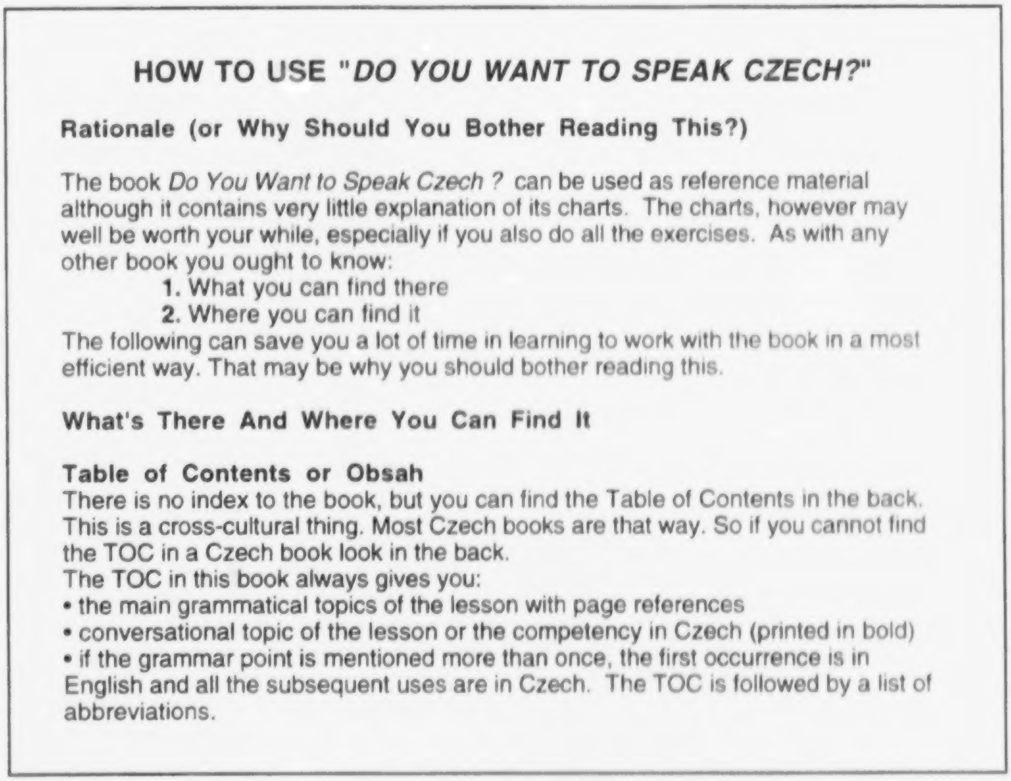
SAMPLES FROM THE FIELD

STUDENT WORKBOOKS

The following samples from the field illustrate different approaches for student workbooks that you may wish to use in your program. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.

INTRODUCTION FROM *DO YOU WANT TO SPEAK CZECH?*

This sample consists of the introduction to the student workbook that was developed for Volunteers learning Czech. It not only outlines the general organization and key features of the materials, but gives specific step-by-step suggestions on how to use the materials for individual, self-directed study .



HOW TO USE "*DO YOU WANT TO SPEAK CZECH?*"

Rationale (or Why Should You Bother Reading This?)

The book *Do You Want to Speak Czech ?* can be used as reference material although it contains very little explanation of its charts. The charts, however may well be worth your while, especially if you also do all the exercises. As with any other book you ought to know:

1. What you can find there
2. Where you can find it

The following can save you a lot of time in learning to work with the book in a most efficient way. That may be why you should bother reading this.

What's There And Where You Can Find It

Table of Contents or Obsah
There is no index to the book, but you can find the Table of Contents in the back. This is a cross-cultural thing. Most Czech books are that way. So if you cannot find the TOC in a Czech book look in the back.
The TOC in this book always gives you:

- the main grammatical topics of the lesson with page references
- conversational topic of the lesson or the competency in Czech (printed in bold)
- if the grammar point is mentioned more than once, the first occurrence is in English and all the subsequent uses are in Czech. The TOC is followed by a list of abbreviations.

Grammar

There are many charts and other grammatical devices in the book. They develop progressively the grammatical phenomenon at hand from lesson to lesson

- Grammar sections are marked with big **Gr**.
- It is first named in English and translated and then it is always used in Czech
- The grammar is explained by examples translated into English rather than by explicit grammatical descriptions. It is first introduced in one lesson and then built on later.
- You will find the grammatical system summarized in the back of the book in comprehensive charts (pp. 319 - 328)

Exercises

There are several types of exercises in the book, both written and oral. They help you drill grammatical patterns. Exercise in Czech is "CviËenÌ", thus, the exercises in the book are marked with big **Cv**.

- some of these exercises want you to use creatively something you have learned
- many of the exercises are just simple drills to help you memorize the grammatical structure at hand
- oral exercises - MluvnÌ cviËenÌ are at the end of every lesson, and are completely recorded on the tape

Key to the exercises

There is a key to almost every exercise in the book on pages 329 - 379:
solutions to all "creative" exercises are given
translations are provided for the texts not translated in the book itself
all of the short dialogues in boxes are also translated

Vocabulary

At the beginning of every lesson there is a list of new words that are used in the lesson

You can find almost any word used throughout the book in a little dictionary in the back of the book

- that dictionary will give you all the grammatical information about the word you need
- you cannot rely on the white dictionary in this respect, and, in fact, on any printed dictionary you can buy in the Czech Republic

Conversational competencies

There are many many useful phrases in every text in the book; they always relate to the main topic of the lesson (printed in bold in the TOC)

There is an example of real life conversation at the end of every lesson;

- these conversations are grammatically a little over your head to get you used to real life language situations
- all of them are recorded on the tapes

Useful phrases for communication

In the back of the book (pp. 308 - 318, What Do We Say) you can find a set of phrases related to basic communicational situations such as: greetings, addressing, wishes, dis/agreement, introductions, apologies, invitation, expressing likes and dislikes, understanding, lack of understanding, surprise, fears, doubts and more.

Pronunciation and Spelling

Compared to English the spelling of Czech is easy. You can find the few rules on pages 19 - 21. All of them are based on examples recorded on the tape.

To practice the most important sound patterns of Czech go over exercises on pages 21 - 23.

- repeat everything aloud many times
- write short dictations to check that you are hearing it right
- if you can record yourself and compare it with the tape it will help you figure out what you may be doing wrong

How You Can Use It

There are many ways to use a textbook. The best I know of is to use it to study, do the exercises, ponder the beauty of the rules of the language, memorize phrases etc. This is the suggested strategy for working with this book.

Find what you want to practice or learn anew. It can be a conversational topic; it can also be a grammatical phenomenon such as accusative, or modal verbs

Do all the exercises:

- listen to the tape first
- write everything down
- give it to someone to check it for you/check it with the key in the back
- try to check the rules given for that lesson with the grammar overview in the back
- ask questions (it's easy to start with the questions)
- do all the mluvnÌ cviËenÌ, again try to record your own speech to help you see how well you're doing

If you do not like the way the rules are outlined in the book you can make your own grammar overview. Make sure that what you deduced makes sense.

List of Conversational Topics in the Book (see the TOC)

- Room
- Mr. Kubt and His Family
- My Day, What Are They Doing
- I Will Go To Prague, Will You Go To Prague Too?
- In Prague, On the Square
- A Visit, The Kub ts Have a Visit
- Where Were You So Long?, What Did I Do Yesterday?
- In a Store: Food, In a Store: Clothes
- In a Kitchen, In a Restaurant
- Seasons, The Weather Was Nice
- Post Office, Letter, Post Card, Telegram, Telephone
- In a Hotel, Vacation
- Body, Doctor, A Healthy Spirit in a Healthy Body
- On a Highway, Fine
- Negotiation, At the Airport

EXCERPTS FROM *DEVELOPING FLUENCY*, THE STUDENT WORKBOOK FROM ROMANIA

This sample excerpts the various practice activities that were developed for the student workbook in Romania. It is useful to look at the ways that Volunteers are asked to work with the language sample, and compare the exercise types and examples with some of those that were suggested in the previous Overview section. It is also interesting to examine the ways the developers have combined specific grammatical information with practice activities as follow-up.

DEVELOPING FLUENCY

Fluency in terms of communicative ability implies a certain easiness in expressing oneself which is essentially based on using ample, more complex structures. The following exercises aim to reinforce some of the language problems presented and practiced in the grammar section but from a different perspective – The frequent occurrence of a structure in a situation will help you to turn it into a "ready mode" structure that you don't need to think of as independent elements. Another set of exercises will help you to make a leap from independent sentences to complex ones.

1. ***Look at the model:***
ocean / mare / lac ——— adπnc(å)
Oceanul este cel mai adπnc.
Marea este mai adπncå decπt lacul.
Do the same with:
1. metropolå / oraæ / sat ——— mare
2. platinå / aur / argint ——— preœios
3. autostradå / æosea / stradå ——— largå ...

2. ***How many sentences can you write in 5 minutes? Look at the picture, find the room, write a sentence.***

3. ***The picture contains some deliberate mistakes; spot them and explain why you think it is wrong.***
e.g.: • Oamenii nu se uitau la televizor;
televiziunea a apårut aba la mijlocul secolului al XX-lea.
Use the verbal structures: **a apårut**
s-a inventat
s-a descoperit

4. ***PCV Tim L. lives in a very small apartment and he likes it tidy (A). A friend came in town stayed with him; when he left the apartment locked as in (B). Nick places everything back and mumbles:***
• Prosopul trebuie så fie pus în spatele uæii.
There are eight more misplaced objects. Try to find them... and we know you mumble in English, but try in Romanian too; it's so much fun.

5. ***This is PCV Tim's kitchen after a very busy week. Help him by answering the question:***
1. Ce trebuie så facå?
2. Ce a fåcut deja?
3. Ce are de fåcut?
6. ***You are calling on a Saturday morning to talk to the Ionescu family; grandma answers and tells you everyone's whereabouts.***

– Alo, pot sâ vobesc cu Ana?
– Sâ vâd! Aæteptaœi; nu cred – e în sufragerie æi mânπncâ acum.
– Dar cu Toma?
– ....
– Dar cu Vasile?
– ....
– Dar cu Bobiœâ?
– ....
...

7. ***Reformulate the sentences in exercise 6 explaining why the people cannot come to speak on the telephone.***
e.g. Nu puteœi vorbi cu Ana pentru câ acum mânπncâ.

8. ***Synonymical structures – possible endings. Read the sentence with the suggested endings:***

A	B
Am inœeles problema	(a) imediat (b) fârâ nici o dificultate (c) fârâ prea multe explicaœii ...

• Which continuations suggest quick undesrtanding of the problem, which imply a longer time taken. Which continuations (B) would make sense with the following beginnings (A).
Write the complete sentences.
– Am rezolvat problema.
– Am venit.
– Te-am chemat.
...

9. ***Read the example and build simịlar sentences expressing the cause in two different ways as suggested.***
M-am intors repede acasâ *pentru câ era frig*
din cauza frigului
1. Te-ai culcat devreme pentru câ erai obosit.
din cauza ....
2. Nu ai dat telefon ieri pentru câ a fost defect
din cauza ....
...

10. •*Nicoleta pleacâ într-o excursie. Unde va pleca æi ce o sâ facâ acolo?*
Write a short story. Say why she is taking these things.

11. ***Read the following sentences. Rewrite them in a paragraph using the conjunctions given in a separate column.***

(a) • ea se reîntoarse în încâpere • Minda îl gâsi pe Medoia aæezat în fotoliu, cu paharul plin • îl privea zπmbind • îi amintea de zilele "bune"	pentru câ pe care cπnd

12. ***In the text below some words were deleted by accident . Can you put them back?***

Într-o searâ de la începutul lui iulie 1909, ... puœin inainte de orele zece, un tπnâr de vreo optsprezece ani, ... în uniformâ de licean, ...în strada Antim, venind dinspre strada Sfinœii Apostoli cu un soi de validâ .... mπnâ, nu prea mare, dar desigur .... grea, fiindcâ, obosit, o trecea des dintr-o .... în alta. Strada era pustie æi întunecatâ æi, în ciuda verii, în urma unor ploi generale, ... æi foæenitoare ca o pâdure. Într-adevâr, toate curœile æi mai ales .... bisericii erau pline de copaci ...., ca de altfel îndeobæte curœile marelui sat ce era atunci capitala. .... scutura, dupâ popasuri egale, coamele pomilor, fâcπnd un tumult nevâzut, æi numai întunecarea æi reaprinderea unui lan de stele dâdea .... bânuiala câ mari vπrfuri de .... se miæcau pe cer. Tπnârul mergea atent de-a lungul zidurilor, ... acolo unde lumina slabâ a felinarelor îngâduia, la numerele caselor. Uniforma neagrâ îi era strπnsâ bine pe talie, ca un veæmπnt militar.

- uitπndu-se
- îmbrâcat
- în
- mπnâ
- cu
- intra
- foarte
- râcoroasâ
- bâtrπni
- vπntul
- curtea
- trecâtorului
- copaci

13. ***All the prepositions & conjunctions were omitted from the text below; put them back.***

"Într-o searâ, ...(1) el acasâ, Marcian socotise durata exactâ a concertului Bach. Se întrebase ....(2) era destul ....(3) lung ....(4) importanœa ....(5) care era aæteptat. Fusese decis ....(6) intrarea peste ora ....(7) sala ....(8) muzicâ sâ fie exclusâ, ca la concertele pulbice; ca lumea sâ circule numai ....(9) pauze, iar bufetul somptuos ....(10) fie deschis numai la sfπræit."

- dacâ
- de
- cu
- în
- la
- pentru

...

14. ***Try to relate a family cultural event that you once took part in. Use the text in ex. 12 as a model and do the same.***

15. ***Fill in with "CINE" or "CARE".***
Roughly speaking you can go by the rule that:

- ***cine = who***
- ***care = whoever/which***

1. __________ rπde la urmă, rπde mai bine.
2. Vorbim cu cel __________ vine mai repede.
3. Întreabă pe __________ vrei.

...

16. **When do things happen?**

Citeam când a venit. WHEN
in timp ce el spăla maæina. WHILE
pânæ când adormeam. UNTIL

A. ***Fill in the sentences with the appropriate time connector:***
(a) Repara maæina __________ noi priveam leneæ.
__________ obosea.
__________ a sunat telefonul.

B. ***Complete the sentences; try to express things from your everyday life.***
(a) Nu îmi place să fiu intrerupt | cπnd __________
in timp ce __________
pπnă cπnd __________

...

17. **Where do things happen?**

Îl intπlneam unde imi spunea WHERE
oriunde mergeam. WHEREVER
L-am intrebat de unde vine.. WHERE FROM

A. ***Fill in the sentences with the appropriate connector:***
(a) Mereu îmi spune __________ să cumpăr cπte ceva.
__________ trebuie să mă duc.
(b) Ne opream __________ vedeam cu ochii.

...

B. ***Complete the sentences; try to express things from your everyday life.***
(a) Îmi place să mă plimb | pe unde __________
oriunde __________

...

18. **Why do things happen?**

Mă scol devreme pentru cæ am serviciul departe. BECAUSE
fiindcæ fac gimnastică..
cæ nu pot să dorm. AS
Fiindcæ sunt aæa de ocupat, merg rar la operă. SINCE
Fiindcæ nu mă pasionează muzica clasică,

A. ***Fill in the sentences with the appropriate connector:***
(a) Mânπnc numai legume fierte, __________ cele crude îmi fac rău.
__________ vreau să slăbesc.
__________ nu æiu să le gătesc altfel.

...

B. ***Complete the sentences; try to express things from your everyday life.***
(a) Încă nu vorbesc bine romπneæte | pentru că __________
fiindcă __________

(b) Nu am înœeles ce aœi spus | pentru că __________
fiindcă __________

...

19. **How do things happen?**

Rezolv problema cum pot. HOW
asa cum mi se cere. AS
precum am instrucœiuni.

A. ***Fill in with the appropriate connectors:***
(a) Mereu îmi explică __________ să mă port in diverse situaœii.
__________ îi explici unui copil mic.

B. ***Complete the sentences; try to express things from your daily life.***
(a) Fac salată de vinete | cum __________
aæa cum __________

THINGS TO THINK ABOUT

GRAMMATICAL INFORMATION: GENERAL CRITERIA

These are some of the issues you need to consider when deciding what and how to present information about the grammar of the language.

PURPOSES OF GRAMMATICAL INFORMATION

The previous section of this manual explained general principles for selecting grammatical information and presenting it in a competency-based curriculum. Review those guidelines as you begin to decide on the format for presenting information. Remember that we are trying to provide learners with tools to remember and extend their ability to accomplish specific competencies; we are not trying to give them a comprehensive linguistic description of how the language is structured.

The basic purpose of providing grammatical information is to:
- allow the learner to make original statements that he or she hasn't necessarily heard from the teacher.
- give the learner some principles that can be applied in a large number of situations.

DIFFERENT FUNCTIONS AND DIFFERENT FORMATS

The kind of grammatical information and the way that you will want to present that information will differ considerably, depending on whether it is to be used as part of a classroom lesson or as supplementary material designed for individual study or review.

1. GRAMMAR IN A CLASS LESSON

For a class lesson, grammatical information should be presented as a **sequence** of small steps that focus on how the grammar differentiates specific meanings. For example, if you are teaching demonstratives (*this, that, these, those*) you might want to present it in the following sequence:

Demonstratives
Teaching Sequence

1) First present and practice differences between singular and plural for near objects (*this/these*);
2) and then for far objects (*that/those*).
3) Next practice differentiating between near and far (*this/that* and *these/those*).
4) Finally, end with practice that requires trainees to correctly distinguish both singular/plural and near/far differences in the same activity.

2. GRAMMAR IN REVIEW AND SELF-STUDY MATERIALS

For review and self-study materials grammatical information should be presented as a **summary** of structures which have already been introduced and practiced in class. Learners must then have an opportunity to extend the information to new situations or combine a number of ways to differentiate meaning in a systematic way.

For example, the sequence of practice activities mentioned above can be summarized in the following way:

Demonstratives
Study Chart

near	far
this	*that*
these	*those*

GRAMMAR IN A COMPETENCY-BASED LESSON

Grammar presentations as part of a competency-based lesson should generally concentrate on only one or two structural differences at a time in a context that shows HOW the grammar differentiates specific meanings. These small "chunks" of information about the language need to be followed by focused classroom activities that explicitly practice these differences one at a time. Some additional principles have been identified by Language Coordinators:

- Teach less about the language, give more patterns and fewer terms.
- Try to teach one point at a time.
- Avoid exceptions if they are not necessary at this point.
- Make exercises culturally relevant
- Use authentic language in life situations.
- Add many visuals, pictures, drawings.
- No generalization without application. Just presenting the information without following it first with structured meaningful practice and then with opportunities to apply the information in authentic communication is a waste of time.

The challenge to materials developers in this context is to **analyze** the language: break the grammar down into small steps, and to think of authentic contexts for practicing each step.

GRAMMAR FOR SELF-STUDY OR REVIEW

It is important to remember that grammar information in self-study or review materials **still needs to be followed by the same kinds of practice activities that appear in textbooks or lesson plans**. But the information itself can be presented in a much more concise or comprehensive way.

In this context, grammar can be considered as a framework for integrating a number of different distinctions about meaning (such as *singular/ plural* and *near/ far*, from our example about demonstratives) that have already been individually presented and practiced.
Common formats for this kind of information are typically what we think of as "grammar": charts of different forms like verb tenses or pronouns and the like. These summary charts for review can serve as very useful language learning tools, but only after there has been practice with meaningful contexts. Merely presenting a chart of information will never make a learner proficient in communication.

The challenge to materials developers in this context is to **synthesize** the language and generalize the ways that different areas of meaning are communicated in a concise yet comprehensive way. In the following example, the chart shows how regular English verb forms change for all tenses. Learners can use such information to extend their ability to correctly use new regular verbs as they learn them. But the knowledge of how and when to use a particular tense must still be explicitly taught and practiced in a logical and sequential way. Such a chart can be help learners remember and expand language patterns to new situations, but it doesn't provide information about **how** and **why** such patterns are used. This method of presenting grammatical information can be quite useful to summarize language principles, but cannot substitute for systematic and well-sequenced introduce and explain language at first.

The English Verb System

	Simple Aspect	Progressive Aspect	Perfect Aspect	Perfect Progressive Aspect
Present Time	I/you/we/they **study** he/she/it **studies**	I **am studying** you/we/they **are studying** he/she/it **is studying**	I/you/we/they **have studied** he/she/it **has studied**	I/you/we/they **have been studying** he/she/it **has been studying**
Past Time	studied	I **was studying** you/we/they **were studying** he/she/it **was studying**	had studied	**had been studying**
Future Time	will study	will be studying	will have studied	will have been studying

GRAMMAR AND LEARNING STYLES

Remember that people learn languages differently and utilize grammatical information in quite different ways. Analytical learners will need the kind of summary information that charts provide, and when these aren't provided, they may try to create their own as a way to incorporate and remember all the new information they're receiving about the language. Active learners may need to have many opportunities to produce the meaning distinctions before they can appreciate and assimilate the information in grammar summaries. So it's important to provide materials for both kinds of learners.

SAMPLES FROM THE FIELD

GRAMMAR FORMATS: FRANCOPHONE AFRICA FRENCH MATERIALS

The following samples from the field illustrate different approaches for providing information about grammar that you may wish to use in your program.

This excerpt shows how grammatical information about the future tense is summarized and integrated into a lesson on buying and ordering clothing. The lesson plan calls for the teacher to summarize the information at the end of the class, and it is followed by written exercises for the students to do at home, or orally in class. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.

Compétence n° 22: Faire confectionner un habit.

5. *Le Futur simple*

The simple future tense is formed by taking the **infinitive** as the stem and adding the following endings:

-ai, -as, -a, -ons, -ez, -ont

For infinitives ending in RE, drop the last E before adding the endings.

Note 1. Therefore, the future stems always end in R".

2. The endings are the same as the present tense of "AVOIR" except that the"AV-" in the first and second persons plural has been eliminated:

Parler (to speak/talk)	**Aller (to go)**	**Finir (to finish)**
je parlerai	j'irai	je finirai
tu parleras	tu iras	tu finiras
il parlera	il ira	il finira
nous parlerons	nous irons	nous finirons
vous parlerez	vous irez	vous finirez
ellesparleront	elles iront	ellesfiniront

Etre (to be)	**Rendre (to give back/return)**
je serai	je rendrai
tu seras	tu rendras
il sera	il rendra
nous serons	nous rendrons
vous serez	vous rendrez
elles seront	elles rendront

There are a number of verbs with **irregular stems** in the future, but all the endings remain regular.

avoir = aur - (to have).
savoir = saur - (to know(how)).
être = ser - (to be).
aller = ir - (to go).
faire = fer -(to do, to make).
voir = verr - (to see).
envoyer = enverr - (to send).
mourir = mourr -(to die).
courir = courr -(to run, to race).

pouvoir = pourr - (to be able,can).
venir = viendr -(to come).
tenir = tiendr - (to hold, to get).
recevoir = recevr - (to receive, to get).
devoir = devr -(to have to, must/should/owe).
pleuvoir = pleuvr - (to rain).
vouloir = voudr - (to want).
valoir = vaudr - (to be worth, to be equal , to deserve, to merit).
falloir = faudr - (to be necessary, must, to need to ...)

Note.: "-er" verbs have a spelling change before a mute "e" in the present (e.g., payer –> je paie;

appeler —> j'appelle;

acheter —> j'achète)

make this change in the future also since the last "e" is mute when it is part of the future stem : Je paierai; j'appellerai; j'achèterai, etc.

THE FUTURE IS USED :

1. To express an action or state that **will** happen or exist.

2. After quand, lorsque, dès que and aussitôt que when **you mean the future** : Quand il arrivera, nous dînerons. (He's not here yet.)
Je vous l'expliquerai, dès que je le comprendrai.(I don't understand yet).
Note that, in French, the verbs in both clauses are in the future.

3. In conditional sentences (type 1) when the "if " clause is in the present, the resulting one is in the future. (same in English)
Si vous étudiez, vous réussirez.

6.Exercices
a) Change the following sentences from present tense to the future tense.
1. Je suis en ville pour retirer mon boubou. ______________________________

SAMPLES FROM THE FIELD

GRAMMAR FORMATS: ROMANIA STUDENT WORKBOOK

This excerpt of chapter from the student workbook for Romanian shows how practice activities can be focused on a particular part of speech, in this case verb tenses. Notice how the grammatical information is broken up by conjugation types and students are asked to complete the summary charts themselves based on the examples already provided. A key of correct answers to the practice activities has been provided at the end of the unit so students can correct their answers themselves. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.

L4/The Verb
(Verbul)

A.Timpul Indicativ Prezent

Romanian verbs fall into four main groups, according to their endings in the infinitive. Verbs belonging to one group are conjugated very much in the same way :

I. Put the following verbs into the boxes corresponding to their endings :

Verbs ending in :			
I - ' a '	**II - ' ea '**	**III - ' e '**	**IV - ' i / î '**
a întreb**a** (to ask a question)	a ved**ea** (to see)	a deschid**e** (to open)	a ieæ**i** (to go out) a cobor**î** (to get off / down)
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

•	•	•	•
•	•	•	•

a) a intra (to go in);
b) a veni (to come);
c) a închide (to close);
d) a merge (to go, to walk);
m) a râspunde (to answer);
e) a bea (to drink);
f) a spune (to tell, to say)
g) a vorbi (to speak);
h) a cumpâra (to buy);
n) a lucra (to work);
i) a cere (to ask for);
;j) a crede (to believe);
k) a costa (to cost);
l) a face (to do , to make)
o) a citi (to read)

This is how the verbs in **the first group** are conjugated in ***the Present Tense*** :

The 1st Group

	SUBGROUP A		**SUBGROUP B**
	A Întreba (To Ask)	A Intra (To Go In)	A Lucra (To Work)
EU	Întreb	intru	lucr**ez**
TU	Întreb**i**	intr**i**	lucr**ezi**
EL/EA	Întreab**â**	intr**â**	lucr**eazâ**
NOI	Întrebâ**m**	intrâ**m**	lucr**âm**
VOI	Întreba**œi**	intra**œi**	lucr**aœi**
EI/ELE	Întreab**â**	intr**â**	lucr**eazâ**

Endings for the 1st Group

	SUBGROUP A		**SUBGROUP B**
EU	- **Ø**	- u	***- ez***
TU	- **i**		***- ez + i***
EL/EA	- **â**		***- eaz + â***
NOI	- **m**		
VOI	- **œi**		
EI/ELE	- **â**		***- eaz + â***

II. Conjugate the following verbs :

SUBGROUP A :- a alerga repede ;- a cânta frumos ;- a juca baseball

	A alerga repede (to run fast)	A cânta frumos (to sing beautifully)	A juca baseball (to play baseball);
EU			
TU			
EL/EA			
NOI			
VOI			
EI/ELE			

SUBGROUP B:- a desena bine ;- a picta în ulei ;- a cerceta

	A desena bine (to draw well)	A picta în ulei (to paint in oil)	A cerceta (to do research work).
EU			
TU			
EL/EA			
NOI			
VOI			
EI/ELE			

III. **a)** Fill in the blanks with the corresponding pronouns :

1) __________ vedem un meci interesant.
2) __________ vâd un film bun.

b) **Fill in the blanks with the corresponding forms of the verbs :** **a vedea; a bea; a apârea.**

1) Soarele (the sun) __________ în Est.
(a apârea)
2) Noi __________ multe locuri noi(new places).
(a vedea)

IV. Conjugate the following verbs :

V. Change the following sentences so that the verb corresponds to the new subject ;

1) Eu **deschid** televizorul.

e.g.

Maria **deschide televizorul** a).

Noi ______________________________ b).

VII. Match the words in Column A with those in Column B :

A	**B**
1) Eu	a) veniœi la œcoalâ la ora 5.
2) Tu	b) suie în tren.
3) Dan	c) soseæte laora 5.

VIII. From among the three choices provided, choose the correct form and underline it.:

1. Când soseæte / sosesc / sosim Dan ?
2. Unde lucrez / lucrezi / lucraœi (voi) ?

The '**Prezent Indicativ** ' tense is used to express :
a) activities going on at the moment of speech;
b) habitual, repeated permanent activities.

e.g.

a) (eu) **Lucrez** acum. / **I am working** now.
b) (eu) **Lucrez** opt ore în fiecare zi. / I **work** eight hours every day

IX. Translate the following sentences into English :

1. Ioana este la piaœâ æi cumpârâ cartofi.

____

2. - Unde mergi ?

...

•The Verb (Key)•

I. Group I: a, h, k, n;
II: e;

etc.

SAMPLES FROM THE FIELD

GRAMMAR FORMATS: MOLDOVA ENGLISH GRAMMAR SUMMARY

This sample was actually developed for TEFL PCVs as a summary of the major grammatical categories of English. It serves as an example of how grammar summaries are more useful to explain language rather than teach it. As with many grammar summary charts, it presupposes a fluency in the language. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.

A BIRD'S-EYE VIEW OF ENGLISH GRAMMAR

SENTENCE

NOUN PHRASE / **VERB PHRASE**

DETERMINER	(PRE-MODIFIER)	"NOUN"	(POST-MODIFIER)	AUXILIARY	VERB	(COMPLEMENT)	
						OBJECTS	ADVERB/ ADJECTIVE
articles (a/an/the/ø) **demonstratives** (this that/ these/those) **possessives** (my/your/etc) **quantifiers** (some/many/ few/lots of, etc)	**adjectives** (good, bad etc) **participles** (confusing/ interested, etc.) **nouns** (university/ hospital/ English, etc)	**count/non-count** (pencil/ money, etc.) **pronoun** (subject/demonstratitive/ possessive) (I, this, mine) **gerund** (swimming, etc.) **infinitive** (to dream, etc.) **noun clause** (that Lyle is from the South), etc.	**prepositional phrases** (on the bus, etc.) **relative clauses** (that lives in Moldova, etc.) **participials** (seduced by pirates, etc.) **appositives** (another NP)	**be/do/ -s modals** **statement/ question** **affirmative/ negative** **singular/ plural** **active/ passive** **"TENSE" time frame** (present/past/future) **aspect** (simple/ progressive/ perfect) **HYPOTHETICAL/ subjunctive**	**regular/ irregular** (studied/ went/gone) **transitive** (hit, etc.) **intransitive** (vanish, etc.) **linking** (be, become, seem, etc.) **two-word verbs** **separable** (look over) **inseparable** (look for)	**indirect** (gave him the book) **direct another NP:** **noun/ pronoun** (Bob/him/ himself) **gerund/ infinitive** (your leaving so soon, etc. for John to do his job, etc) **clause** (that Paxton plays the piano, etc.)	**words** (quickly/ asleep) **phrases** (for the purpose of studying, the best little boy in the world, etc) **clauses** (since he was quite drunk, the meanest gunman that ever rode the west)

SAMPLES FROM THE FIELD

GRAMMAR FORMATS: KISWAHILI NOUN CLASS AND VERB FORM SUMMARY CHARTS

This sample was actually developed by Peace Corps Tanzania as a summary of the major grammatical categories of Kiswahili. It serves as an example of how grammar summaries are more useful to explain language rather than teach it. As with many grammar summary charts, it presupposes a communicative fluency in the language. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.

Noun Class Chart

No.	Noun	Possessives (sing.)			Possessives (pl.)			Adjectives	
1	**M**-toto *child*	w-angu	w-ako	w-ake	w-etu	w-enu	w-ao	m-zuri	mw-ingine
	Wa-toto *children*	w-angu	w-ako	w-ake	w-etu	w-enu	w-ao	wa-zuri	w-engine
2	**M**-ti *tree*	w-angu	w-ako	w-ake	w-etu	w-enu	w-ao	m-zuri	mw-ingine
	Mi-ti *trees*	y-angu	y-ako	y-ake	y-etu	y-enu	y-ao	m-zuri	mw-ingine
3	**Ji**-cho *eye*	l-angu	l-ako	l-ake	l-etu	l-enu	l-ao	zuri	j-ingine
	Ma-cho *eyes*	y-angu	y-ako	y-ake	y-etu	y-enu	y-ao	ma-zuri	m-engine
4	**Ki**-tabu *book*	ch-angu	ch-ako	ch-ake	ch-etu	ch-enu	ch-ao	ki-zuri	k-ingine
	Vi-tabu *books*	vy-angu	vy-ako	vy-ake	vy-etu	vy-enu	vy-ao	vi-zuri	v-ingine
5	**Nyumba** *house*	y-angu	y-ako	y-ake	y-etu	y-enu	y-ao	n-zuri	ny-ingine
	Nyumba *houses*	z-angu	z-ako	z-ake	z-etu	z-enu	z-ao	n-zuri	ny-ingine
6a	**U**bao *plank*	w-angu	w-ako	w-ake	w-etu	w-enu	w-ao	m-zuri	mw-ingine
	Mbao *planks*	z-angu	z-ako	z-ake	z-etu	z-enu	z-ao	n-zuri	ny-ingine
6b	**U**-gonjwa *illness*	w-angu	w-ako	w-ake	w-etu	w-enu	w-ao	m-zuri	mw-ingine
	Ma-gonjwa *illnesses*	y-angu	y-ako	y-ake	y-etu	y-enu	y-ao	ma-zuri	m-engine
7	**U**-huru *freedom*	w-angu	w-ako	w-ake	w-etu	w-enu	w-ao	m-zuri	mw-ingine
8	**Ku**-penda *to love*	kw-angu	kw-ako	kw-ake	kw-etu	kw-enu	kw-ao	ku-zuri	kw-ingine
9	(Mahali *place)* Nyumbani (pa) *at home (specific)*	p-angu	p-ako	p-ake	p-etu	p-enu	p-ao	pa-zuri	p-engine
	(ku-) *at home (non-specific)*	kw-angu	kw-ako	kw-ake	kw-etu	kw-enu	kw-ao	ku-zuri	kw-ingine
	(mu-) *in home (insideness)*	mw-angu	mw-ako	mw-ake	mw-etu	mw-enu	mw-ao	----	----
		my/mine	*your(s)*	*hers/his*	*our(s)*	*yours(pl)*	*their*	*good*	*other/ another*

Sample Language:

Mtoto wangu mzuri *child my good*	*My good child*
Watoto wetu wazuri wengine *children our good other*	*Our other good children*
Kiti chako kizuri *Chair your good*	*Your good chair*
Viti vyenu vizuri vingine *chairs your (pl) good other*	*Your (pl) other good chairs*
Nyumba yake nzuri nyingine *house his/her good other*	*His other good house*
Nyumba zao nzuri	*Their good houses*

Noun Class Chart (Continued)

No	Noun	Demonstratives *this*	 *that*	 *that (over there)*	-pi? *which*	-ngapi? *how many?*	-enye *having/with*	-a *of*
1	**Mw-anafunzi** *pupil*	huyu	huyo	yule	yupi	-	mw-enye	w-a
	Wa-anafunzi *pupils*	hawa	hao	wale	wepi	wangapi	w-eny-e	w-a
2	**M-ti** *tree*	huu	huo	ule	upi	-	w-enye	w-a
	Mi-ti *trees*	hii	hiyo	ile	ipi	mingapi	y-enye	y-a
3	**Ji-cho** *eye*	hili	hilo	lile	lipi	-	l-enye	l-a
	Ma-cho *eyes*	haya	hayo	yale	yapi	mangapi	y-enye	y-a
4	**Ki-tabu** *book*	hiki	hicho	kile	kipi	-	ch-enye	ch-a
	Vi-tabu *books*	hivi	hivyo	vile	vipi	vingapi	vy-enye	vy-a
5	**Nyumba** *house*	hii	hiyo	ile	ipi	-	y-enye	y-a
	Nyumba *houses*	hizi	hizo	zile	zipi	ngapi	z-enye	z-a
6a	**U-bao** *plank*	huu	huo	ule	upi	-	w-enye	w-a
	M-bao *planks*	hizi	hizo	zile	zipi	ngapi	z-enye	z-a
6b	**U-gonjwa** *illness*	huu	huo	ule	upi	-	w-enye	w-a
	Ma-gonjwa *illnesses*	haya	hayo	yale	yapi	mangapi	y-enye	y-a
7	**U-huru** *freedom*	huu	huo	ule	upi	-	w-enye	w-a
8	**Ku-penda** *to love*	huku	huko	kule	kupi	-	kw-enye	kw-a
9	(Mahali *place*) Nyumba-ni (pa) *at here (specific)*	hapa *here*	hapo *there*	pale *there (over there)*	papi	pangapi	p-enye	p-a
	(ku) *at here non-specific*	huku	huko	kule	kupi	-	kw-enye	kw-a
	(mu) *in here inside*	humu	humo	mule	-	-	-	-

Sample sentences:

Mtoto wa mwalimu wa Kiingereza ni yupi? *Which one is the English teacher's child?*
child of teacher of English is which

Wanafunzi wenye vitabu vya historia ni wangapi? *How many pupils have history books?*
pupils with books of history are how many

Kitabu hiki ni cha mwalimu yule? *Does this book belong to that teacher?*
book this is of teacher that

Vitabu vya mwalimu yule ni vingapi? *How many are that teacher's books?*
books of teacher that are how many

Nyumba ile yenye milango ya mbao ina madirisha mangapi? *How many windows does that house with plank doors have?*
house that having doors of planks has windows how many

Nyumba zile zenye milango ya mbao zina madirisha mangapi? *How many windows do those houses with plank doors have?*
houses those having doors of planks have windows how many

Mahali pale penye watoto wengi ni nyumbani pangu. *That place over there with many children is my home.*
place that having children many is home my

Verbal Construction Chart

No	Noun	Verbal Construction Subject Marker	 Tense Marker	 Relative Marker	 Object Marker	 Verb Root	 Suffix(es)
1	M-toto	a *he/she*	li *past*	ye	m *him/her*	pig *hit*	-a
	Wa-toto	wa *they*	na *present*	o	-----	pend *like/love*	-an-a *recipr**
2	M-ti	u *it*	li	o	u *it*	anguk *fall*	-i-a *prep**
	Mi-ti	i *they*	li	yo	i *them*	anguk	-i-a
4	Ki-tabu	ki *it*	taka *future*	cho	-----	andik *write*	-w-a *passive*
	Vi-tabu	vi *they*	taka	vyo	-----	andik	-w-a
5	Nyumba	i *it*	na *present*	yo	-----	jeng *build*	-w-a
	Nyumba	zi *they*	na	zo	-----	jeng *build*	-w-a
6a	U-bao	u *it*	li	o	-----	kat *cut*	-w-a
	M-bao	zi *they*	li	zo	-----	kat	-w-a
6b	U-gonjwa	u *it*	na	o	-----	tapish *cause to vomit*	-a
	Ma-gonjwa	ya *they*	taka	yo	-----	toke- *happen* *occur*	-a
7	U-huru	u *it*	taka	o	hi *us*	furahi *be happy*	ish-a *caus**
8	Ku-penda	ku *it*	li	ko	ku *you sing.*	sikiti *feel sorry*	ish-a
9	(Mahali *place*) Nyumba-ni (pa) *specific*	pa *it*	taka	po	-----	pendez *please*	-a
	(ku) *non-specific*	ku *it*	li	ko	hu	huzunish- *sadden*	a
	(mu) *inside*	mu *it*	li	mo	-----	kuwa na *have*	

*recipr = reciprocal suffix
prep = prepositional suffix
caus = causative suffix

Sample Language:

Mtoto a - li - m - pig - a mbwa — *The child hit the dog*
child s/he past him/her hit dog

Mtoto a - li - ye - m - pig - a mbwa — *The child who hit the dog*
child s/he past who him/her hit dog

Watoto wa - na - pend - an - a — *The children like each other*
children they present like each other

Watoto wa - na - o - pend - an - a — *The children who like each other*
children they present who like each other

Mti u - li - i - anguk - i - a nyumba — *The tree fell on the house*
tree it past it fall on house

Mti u - li - o - i - anguk - i - a nyumba — *The tree which fell on the house*
tree it past which it fall on house

Ubao u - taka - kat - w - a na mwalimu — *The plank will be cut by the teacher*
plank it future cut passive by teacher

Ubao u - taka - o - kat - w - a na mwalimu — *The plank which will be cut by the teacher*
plank it future which cut passive by teacher

Ugonjwa u - li - m - tapish - a mwanafunzi — *The sickness made the student vomit*
sickness it past him cause to vomit student

Ugonjwa u - li - o - m - tapish - a mwanafunzi — *The sickness which made the student vomit*
sickness it past which him cause to vomit student

Kupenda ku - li - m - let - e - a matatizo — *Loving brought him problems*
To love/loving it past him/her bring to problems

Kupenda ku - li - ko - m - let - e - a matatizo — *Loving which brought him problems*
To love/loving it past which him/her bring to problems

Mahali hapa pa - na - tu - pendez - a — *This place pleases us*
place this/here it present us please

Mahali hapa pa - na - po - tu - pendez - a — *This place which pleases us*
place this/here it present which us please

Chumbani m - li - kuwa na wanafunzi — *In the room there were students*
in room in past be with/have students

Chumbani m - li - mo - kuwa na wanafunzi — *In the room where there were students*
in room in there past where be with/have students

CROSS-CULTURAL INFORMATION: KINDS AND FORMATS

ADDING CROSS-CULTURAL INFORMATION TO YOUR LANGUAGE MATERIALS

Cross-cultural information is usually considered to be an integral part of the language materials. While your training program may have a separate coordinator for cross-cultural training, most language materials still need to include information about non-verbal communication and other non-linguistic features connected with particular competencies. For example, a lesson on buying clothes might contain information on bargaining customs. The lesson on food and eating will probably contain basic information on polite table manners. A unit on greeting might indicate that in a particular culture it is not considered polite to inquire about female family members. This kind of information can be as important as more strictly linguistic concerns.

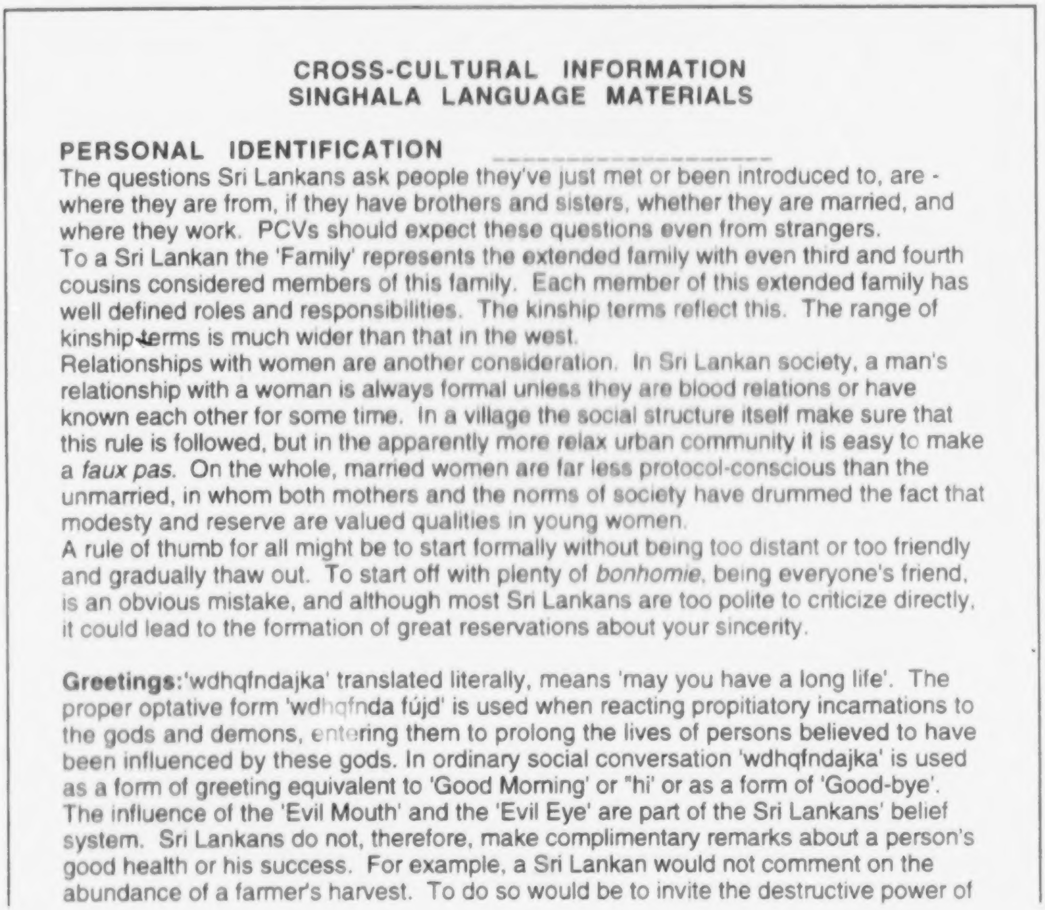
FORMATS

These kinds of cross-cultural information most frequently appear in the student textbook, although occasionally may appear as supplementary materials, such as a reader or a book of cartoons. The scope, design and format will vary from country to country. In some cases the material is integrated with the language materials, in others it appears at the end of the competency or in a separate section of the text.

SAMPLES FROM THE FIELD

CROSS-CULTURAL HANDOUTS FROM SRI LANKA

This sample includes the handouts for various topic/competency areas which accompany the student text. They are designed to provide useful information, but aren't necessarily considered to be an integral part of the language text.



CROSS-CULTURAL INFORMATION
SINGHALA LANGUAGE MATERIALS

PERSONAL IDENTIFICATION

The questions Sri Lankans ask people they've just met or been introduced to, are - where they are from, if they have brothers and sisters, whether they are married, and where they work. PCVs should expect these questions even from strangers.
To a Sri Lankan the 'Family' represents the extended family with even third and fourth cousins considered members of this family. Each member of this extended family has well defined roles and responsibilities. The kinship terms reflect this. The range of kinship terms is much wider than that in the west.
Relationships with women are another consideration. In Sri Lankan society, a man's relationship with a woman is always formal unless they are blood relations or have known each other for some time. In a village the social structure itself make sure that this rule is followed, but in the apparently more relax urban community it is easy to make a *faux pas*. On the whole, married women are far less protocol-conscious than the unmarried, in whom both mothers and the norms of society have drummed the fact that modesty and reserve are valued qualities in young women.
A rule of thumb for all might be to start formally without being too distant or too friendly and gradually thaw out. To start off with plenty of *bonhomie*, being everyone's friend, is an obvious mistake, and although most Sri Lankans are too polite to criticize directly, it could lead to the formation of great reservations about your sincerity.

Greetings:'wdhqfndajka' translated literally, means 'may you have a long life'. The proper optative form 'wdhqfnda fújd' is used when reacting propitiatory incarnations to the gods and demons, entering them to prolong the lives of persons believed to have been influenced by these gods. In ordinary social conversation 'wdhqfndajka' is used as a form of greeting equivalent to 'Good Morning' or "hi' or as a form of 'Good-bye'.
The influence of the 'Evil Mouth' and the 'Evil Eye' are part of the Sri Lankans' belief system. Sri Lankans do not, therefore, make complimentary remarks about a person's good health or his success. For example, a Sri Lankan would not comment on the abundance of a farmer's harvest. To do so would be to invite the destructive power of

evil spirits. This belief is reflected in he response to 'How are you?. The response is 'Not bad'.

The question 'Where are you going?' is another way of greeting, when you meetsomeone known on the street. The person who greets you does dot expect an answer for that. In return, you can either say your exact destination or just say you are going overthere.

HOST FAMILY

A Sri Lankan household, i.e. the type selected for PCV Home-Stays, usually consists of the family, one or two relatives and a domestic help. However, members of the extended family would be frequent visitors and a great deal of interaction would take place with such relatives and also with neighbors.

Children live in the parents's home up to the time they get married. Unmarried children live there permanently.

Male children are preferred by Sri Lankan parents. One reason for this is that daughters have to be provided with dowries. Parents are protective of male children, younger siblings defer to them. Young adult children are dependent on their parents, financially and emotionally in a manner that seems strange to young Americans. Host parents tend to adopt the same protective attitude to PCVs.

The members of most Host families are bi-lingual and would speak to the PCVs in English even after the PCV achieved Sinhala language proficiency. This is because English is the language of formal social interaction.

CLASSROOM ORIENTATION

Academic Education enjoys a long tradition in Sri Lanka and the 'learned man' has an important place in the community. The teaching profession is, therefore, a respected one.

The traditional teacher - student relationship still prevails in the Sri Lankan classroom and the teacher's authority and views are rarely challenged.

Classroom furniture consists of desk and straight-backed chairs or benches. The students are not permitted to put their feet up on the chairs, nor to place their books on the floor.

SOCIAL LIFE

It is customary for a visitor to accept the food and drink that is offered in a Sri Lankan home even if he does not need refreshment.

Almost always tea is offered. It is served in cups with milk and sugar added. It is therefore necessary to cultivate a taste for this form of tea. The social events to which guests are invited are almsgivings, 'pirith' ceremonies, house warming ceremonies, and Sinhala New Year ceremonies. refusals have to be expressed in indirect terms. For instance 'ug tkak nersfjhs' in effect means 'I am sorry I won't be able to be present'. But loosely translated would mean 'events will make it difficult for me to come'.

The expression 'lreKdlr,d' (please) and 'fndfydu ia;+;shs' (thank you) are used in formal situations. However, the same meanings are expressed by means of facial expressions and tone of voice also by adding the words 'fmdåvla' or 'álla' meaning 'a little'.

SAMPLES FROM THE FIELD

FRANCOPHONE AFRICA CROSS CULTURAL MATERIALS

This excerpt contains a sample of a section of each language lesson called "Notes culturelles." Notice that the information appears in both the target language and in English translation. The second part of this excerpt contains a table of all the cross-cultural notes included in the book, and learners are asked to use it as a community contact assignment by asking host-country informants whether the particular cultural note is appropriate for their particular country or region.

4. otes ulturelles

-√ En général, en Afrique on se serre la main pour se saluer.
- *In Africa, people, in general, shake hands to greet each other.*

√ Les façons de saluer: serrer la main, embrasser, s'incliner, faire une génuflexion.
- *Greetings may be done in a variety of manners: shaking hands, kissing, embracing, bowing, genuflecting.*

√ L'Africain attend qu'on lui demande son nom; il ne le donne pas spontanément quand il salue un étranger.
- *The African waits to be asked his name; he does not spontaneously give it when he greets a stranger.*

√ En général, les personnes de sexe opposé ne se posent pas de questions sur leur état-civil.
- *In general, when people of opposite sexes meet, they don't ask each other about their marital status.*

Appendix: NOVICE

HERE ARE SOME CULTURAL NOTES. CHECK WITH HOST COUNTRY PEOPLE IN ORDER TO ANSWER THE FOLLOWING QUESTIONS.

La note culturelle est-elle appropriée au pays hôte? (Oui/Non)
Dans quelle Région/Pro-vince est-elle appliquée?
A quelle Occasion l'applique-t-on?
Est-elle applicable à la culture Américaine? (Oui/Non)

IT IS A VERY IMPORTANT ACTIVITY IN THE FRAME OF YOUR CULTURAL INTEGRATION. N. B. THE ENGLISH TRANSLATION OF ALL THESE CULTURAL NOTES IS IN YOUR BOOK

N# de la compétence	NOTES CULTURELLES
1	- En général, en Afrique on se serre la main pour se saluer. - Les façons de saluer: serrer la main, embrasser, s'incliner, faire une genuflexion. - L'africain attend qu'on lui demande son nom; il ne le donne pas spontanément quand il salue un étranger. - En général, les personnes de sexe opposé ne se posent pas de questions sur leur état-civil.
2	- En général, pour l'africain, le mot "famille" renvoie à la famille étendue.
3	- Si on a besoin d'aller au W.C., on ne le dit pas ouvertement. On dit, par exemple ______________ - Quand on est en retard, on salue la classe et on s'excuse en disant: "Pardon" ou "Excusez-moi".
4	- Dans la société africaine, il est poli de passer les choses à quelqu'un avec la main droite. - Il n'est pas poli de humer les aliments.
5	- En public ou devant des personnes âgées, on s'abstient de toucher ou de nommer les parties intimes. - Etre gros est souvent signe d'aisance, de bonne santé. - C'est gênant de décrire quelqu'un en citant ses infirmités. -
6	- Il y a des travaux réservés aux hommes et d'autres aux femmes. - Pour les soins de dents, beaucoup de personnes utilisent des morceaux de branches d'arbres, des racines, du charbon. -
7	- L'heure est élastique en Afrique; la notion de l'heure exacte est très souvent "glissante" - Dans certains milieux ruraux africains, on se réfère aux divers phénomènes pour donner l'heure: . La position du soleil . L'apparition des étoiles . Les chants des oiseaux et les cris de certains animaux, . L'ombre. -
8	- D'une façon générale, chez l'africain, il manque de précision dans l'appréciation des distances. Il utilise. . des répères (près de la montagne, de la rivière, loin de ...) - La distance entre deux endroits est souvent minimisée. On dit: ce n'est pas loin ..., c'est tout près ..., bien que l'endroit soit assez éloigné ou d'accès difficile. - Souvent, si on n'est pas occupé, on préfère accompagner la personne qui nous demande des directions. - généralement, les gens trouvent que ce n'est pas poli de refuser d'orienter quelqu'un. C'est pourquoi, ils donnent parfois des directions qu'ils ne maîtrisent pas eux-mêmes. Alors, prière de vérifier les instructions reçues auprès d'autres personnes.
9	- Des fois, ce qui est mentionné sur le menu n'est pas disponible/servi dans le restaurant. C'est donc mieux de demander ce qu'ils ont réellement. - Le pourboire n'est pas perçu comme une obligation dans les restaurants. - Parfois, le dessert n'est pas prévu.
10	- Les rendez-vous ne sont pas toujours respectés en Afrique. - Généralement, dans les milieux africains, on ne donne pas de date précise; on se réfère plutôt aux grands évènements. - Il existe dans certaines régions de l'Afrique des journées et des moments sacrés. -

11	- En général, au marché, il faut discuter le prix sauf quand le prix est écrit sur les articles ou, dans les magasins où les prix sont fixes. -
12	- L'Africain ne parle généralement pas de ses malheurs passés. - On ne dit pas tout ce qu'on a fait, vu, entendu... à n'importe qui.
13	- Dans une conversation normale, les Africains ne parlent en général pas du temps, tandis que les Américians et les Européens le font.
14	- En général, il est important de rendre visite à un ami malade afin de lui souhaiter prompte guérison. L'Africain aime être visité quand il est malade. - La notion de contagion n'est pas forte dans notre société. - Il existe des maladies "honteuses" dont on ne parle pas en public.
15	-Les délimitations des saisons sont souvent différentes d'une région à une autre. - Les activités de la population sont liées aux saisons. - La pluie est considérée comme une bénédiction divine lors d'un évènement heureux. - L'habillement ne dépend pas des saisons. -
16	- Entre amis, les invitations se font d'une manière informelle. - En général, l'Africain supporte la consommation quand c'est lui qui invite; l'invité n'est pas obligé de contribuer ni d'inviter l'autre à son tour. - Lorsque vous invitez une personne, attendez-vous à recevoir plusieurs. - Une invitation peut-être subite.
17	- Les places ne sont pas limitées dans les moyens de transport public. - Les passagers et les marchandises occupent en général les mêmes places. - Beaucoup de moyens de transport urbains et inter-urbains ne sont pas sécurisés. - Les horaires ne sont pas toujours respectés. - En partant pour un long voyage on donne la main gauche pour dire au revoir. - Le voyage est dit bien passé quand on a grossi.
18	- Dans la plupart des villages africains, les toilettes, la douche et la cuisine sont séparées de la maison. - Qui peut-on recevoir dans la chambre? -
19	- Dans certaines régions d'Afrique, certains ustensiles de cuisine sont frappés d'interdits Ex: L'enfant ne doit pas s'asseoir sur le mortier de peur qu'il ne grandisse. - Généralernent, c'est la femme qui apporte les ustensiles de cuisine lors du mariage. - La cusisine est le domaine réservé de/à la femme. (à la maison). - On ne doit jamais utiliser la spatule pour frapper quelqu'un.
20	- Les habitudes alimentaires varient selon les regions. - En général, les africains acceptent difficilement de changer leurs habitudes alimentaires - Il existe des tabous alimentaires selon les groupes ethniques, les familles: certains groupes ne mangent pas certains oiseaux; d'autres volailles, animaux ou poissons. - On ne hume pas la nourriture pour l'apprécier. - Qu'on se serve de cuiller ou non, on mange à la main droite sauf en cas de maladie ou d'infirmité de cette main. - Le visiteur est toujours le bienvenu pour partager le repas. -
21	- Le passé a plus d'importance que le futur en Afrique. - Le futur est dans les mains de Dieu.
22	- Le coût de la confection dépend de plusieurs facteurs. . La qualité du tissu, . Le modèle et la qualité de la confection, . La nature de la couture (expresse ....) - D'une manière générale, le délai fixé par le tailleur (pour le retrait) n'est pas respecté. - Se faire coudre les h abits coûte moins cher qu'acheter des prêts-à-porter.
23	- Pour tout évènement, il est mieux de s'informer sur ce qu'il faut faire ou ce qu'il ne faut pas faire.
24	- On n'exprime pas généralement pas ce qu'on ressent en public.

SAMPLES FROM THE FIELD

LANGUAGE AND CULTURE THROUGH CARTOONS

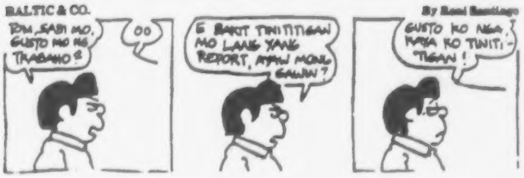
This excerpt contains two lessons from a supplementary book "Tagalog Through Humor" developed by Peace Corps Philippines that uses a popular cartoon strip to introduce both additional grammatical information as well as cross-cultural concepts.

25 GUSTO NG TRABAHO PERO AYAW GAWIN

"Tom, you said, you wanted a job."

"Yes." "Well, why are you just staring at that report. Don't you like to do it?"

"I want it, that's why I'm staring at it."


BALTIC & CO.
By Roni Santiago
TOM, SABI MO, GUSTO MO NG TRABAHO?
OO
E BAKIT TINITITIGAN MO LANG YANG REPORT, AYAW MONG GAWIN?
GUSTO KO NGA, KAYA KO TINITITIGAN!

a. Vocabulary

tinititigan (gtv. root titig 'stare')	"being stared at"

b. Grammar: NONE

c. Comprehension Questions.

1. Sino ang kausap ni Mr. Golem?
2. Ano ang ipinaaalala niya kay Tom?
3. Ano naman ang sinabi ng huli?
4. Ano ang napansin ni Mr. Golem na ginagawa ni Tom?
5. Ano ang paliwanag ni Tom sa ginagawa niya?

d. Culture:

Supervisors are necessary anywhere because there are people who need to be supervised everywhere - like Tom.

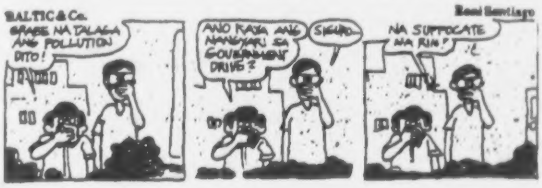
Incidentally, one of the negative traits associated with rural living is procrastination or what some local social scientists call mañana habit. Due to the slow pace of rural life, people can afford to do tomorrow what they can do today. The positive thing about it, however, is that people do not tend to become nervous wrecks.

17 GRABE

"The pollution here is really serious!"

"I wonder what happened to the government drive?"

"Perhaps, it was suffocated, too."


BALTIC & Co.
Roni Santiago
GRABE NA TALAGA ANG POLLUTION DITO!
ANO KAYA ANG NANGYARI SA GOVERNMENT DRIVE?
SIGURO—
NA SUFFOCATE NA RIN?

a. Vocabulary:

grabe (adj.)	Grave, serious"

b. Grammar: NONE

c. Comprehension Questions:

1. Ano ang nirereklamo ni Mr. Golem?
2. Ano raw ang kalagayan ng problema sa polusyon?
3. Sino o ano ang sinisisi niya sa problemang ito?
4. Ano ang sinabi ni Bong tungkol sa government drive ukol dito?
5. Bakit siya nagtakip ng ilong?

d. Culture: News On Garbage and Pollution

Bad news: Health problems become more real. Multiplication of negative tourist attractions in the form of more smoky mountains... Filth and stench worsen.

Good news: Extra income for doctors and scavengers. More landfills for making the Philippine archipelago a continent.

Incidentally, the problem of garbage and pollution is mainly rooted in the people's limited (instead of extended) social conscience.

THINGS TO THINK ABOUT

INSTRUCTORS' MANUALS: ISSUES TO CONSIDER BEFORE YOU BEGIN DEVELOPMENT

ADVANTAGES AND DISADVANTAGES OF DEVELOPING INSTRUCTORS' MANUALS

There are advantages and disadvantages to developing an instructors' manual as an additional feature of your teaching materials. You need to balance the advantage of having the flexibility of a general file of possible activities against the need to provide very clear directions to new or inexperienced instructors.

Some posts decide **not** to develop an instructors' manual because they want to be sure that the materials for which the manual will be used have really been tested and refined by repeated use in training programs. Such a process can take several years of revision and improvement before you are ready to begin work with the finished materials. But other posts have decided that they need to develop instructors' manuals early on because they have found that having very specific guidelines makes it easier to hire and train new, possibly inexperienced teachers and to supervise their performance.

You need to consider the realities at your post and decide whether an instructors' manual is something that you have the time, the resources and the need to develop.

PURPOSES OF INSTRUCTORS' MANUAL

Once you have decided whether or not to develop a comprehensive instructors' manual you need to decide what it will look like. What to include in your instructors' manual will depend a great deal on **what other kinds of materials you have** developed for your program, and **how the instructors' manual is supposed to be used**. Is it designed to provide specific step-by-step guidance for teaching each lesson in the curriculum, or is it to be used as a more general resource for teachers who are designing their own lessons? The design and the contents will depend on which of these purposes is central to your program, and, as always, what resources (time, money, technical support) you have available.

INSTRUCTORS' MANUAL AS TEACHING GUIDE

In some countries, the instructors' manual consists of actual lesson plans that outline exactly how to teach the materials in the student text. Such a manual can be a parallel edition of the student text with specific directions about how to present and practice each part, or it can be a series of lesson plans, or a combination of both. Guidelines and general criteria for different formats for lesson plans are discussed in more detail in Section 8 (Pre-Service Training) of this Resource Kit. If that is the kind of manual you want to develop, then you may wish to refer to that section in more detail.

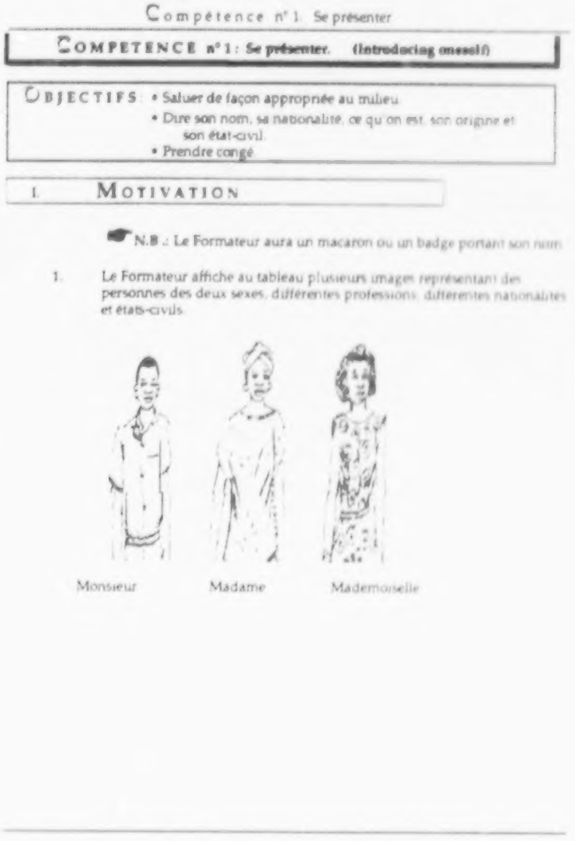
INSTRUCTORS' MANUAL AS TEACHING RESOURCE

In other programs, there may be a need to maintain more opportunities for teacher autonomy, with the instructor designing or selecting classroom activities to focus on the target competencies, vocabulary, and structures that have been identified by the curriculum. This need may spring from the fact that you are piloting materials for the first time, or because you are in a start-up situation, or because there is limited time and resources for development. In such cases the instructors manual may serve as a kind of teacher resource manual that provides more general kinds of information for the instructor to use in his or her own lesson planning. Such manuals may include basic grammatical information about the language, as well as generic descriptions of various presentation and practice activities and out-of-class follow-up activities. Other kinds of information might also be included, like tips from teachers concerning particularly effective ways of presenting and practicing specific competencies or suggestions for community-contact assignments. A number of these generic teacher-resource guides have been developed by Peace Corps and are listed in the bibliographies in Section 5 (Principles of Language Learning and Teaching) of this Resource Kit.

SAMPLES FROM THE FIELD

INSTRUCTORS' MANUAL FORMATS: FRANCOPHONE AFRICA FRENCH MATERIALS

This samples from the field comes from the teacher's manual that was developed along with the Francophone Africa French Materials. It is interesting to compare this unit from the instructors' manual with the sample of the student textbook included earlier in this section. This is an example of a parallel teachers text that contains detailed descriptions of all class activities for a particular competency. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.



Compétence n° 1 Se présenter

COMPETENCE n° 1 : Se présenter. (Introducing oneself)

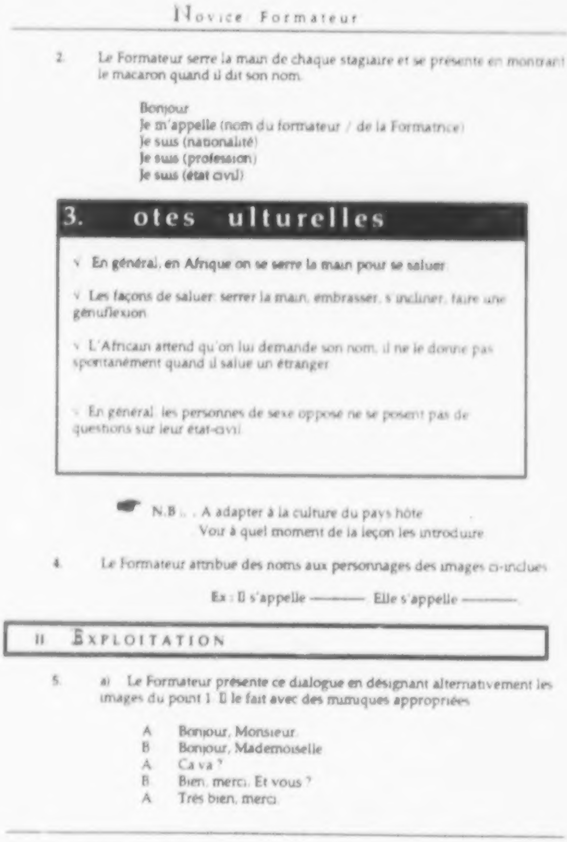
OBJECTIFS :
- Saluer de façon appropriée au milieu
- Dire son nom, sa nationalité, ce qu'on est, son origine et son état-civil.
- Prendre congé

I. MOTIVATION

N.B : Le Formateur aura un macaron ou un badge portant son nom

1. Le Formateur affiche au tableau plusieurs images représentant des personnes des deux sexes, différentes professions, différentes nationalités et états-civils.

Monsieur
Madame
Mademoiselle



Novice Formateur

2. Le Formateur serre la main de chaque stagiaire et se présente en montrant le macaron quand il dit son nom.

Bonjour
Je m'appelle (nom du formateur / de la Formatrice)
Je suis (nationalité)
Je suis (profession)
Je suis (état civil)

3. otes ulturelles

√ En général, en Afrique on se serre la main pour se saluer

√ Les façons de saluer: serrer la main, embrasser, s'incliner, faire une génuflexion

√ L'Africain attend qu'on lui demande son nom, il ne le donne pas spontanément quand il salue un étranger

√ En général les personnes de sexe opposé ne se posent pas de questions sur leur état-civil

N.B : . A adapter à la culture du pays hôte
Voir à quel moment de la leçon les introduire

4. Le Formateur attribue des noms aux personnages des images ci-inclues

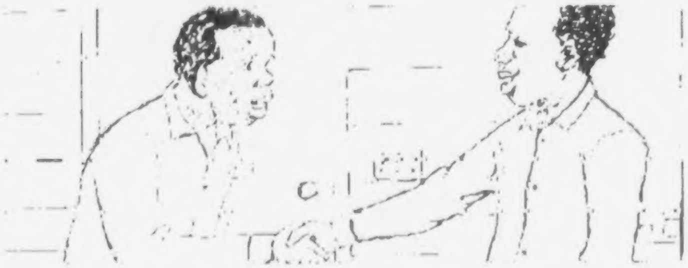
Ex : Il s'appelle ——— Elle s'appelle ———

II EXPLOITATION

5. a) Le Formateur présente ce dialogue en désignant alternativement les images du point 1. Il le fait avec des mimiques appropriées

A Bonjour, Monsieur.
B Bonjour, Mademoiselle
A Ca va ?
B Bien, merci. Et vous ?
A Très bien, merci.

b) Le Formateur répète ce dialogue 2 ou 3 fois.
Il explique "bonjour" par opposition à "bonsoir" à l'aide du graphique ci-après. (à afficher au tableau)



6. Le Formateur se sert du graphique pour vérifier la compréhension de bonjour et de bonsoir en pointant alternativement les périodes correspondantes.
Les stagiaires réagissent positivement ou négativement par des gestes appropriés proposés d'avance par le Formateur.

7. a) A partir des images du n°1, il présente un à un les titres suivants :

Monsieur **Madame** **Mademoiselle**

b) Le Formateur se sert des mêmes images pour vérifier la compréhension de Monsieur, Madame et Mademoiselle. Il désigne chaque image et dit: Monsieur / Madame / Mademoiselle. Tous les stagiaires réagissent en disant OUI ou NON.

8. a) Le Formateur présente oralement la question "Ca va?"
- Il l'explique en mettant un point d'interrogation au tableau.
- Il enseigne les réponses (Très bien, Bien, Assez bien) avec des gestes appropriés.

b) Il pose la question et propose une réponse aux stagiaires. Ceux-ci réagissent ensemble par des gestes appropriés.

Très bien Bien Assez bien

9. Partant du dialogue du point 5, il pratique les structures dans un drill chaîne:

Ex : F —— >S1

F : Bonjour, Monsieur.
S1: Bonjour, Mademoiselle.
F : Ca va ?
S1: Bien, merci. Et vous ?
F : Très bien, merci.

S1 —> S2
S2 — >S3
S3 — >S4, etc.

10. Le Formateur commence par le dialogue du N° 5 et enchaîne avec celui-ci. Il se sert des mêmes images du point 5.

A. Comment vous appelez-vous ?
B. Je m'appelle ——— . Et vous, comment vous appellez-vous ?
A. Je m'appelle ——— .
B. Au revoir, Mademoiselle/Madame...(nom de la personne).
A. Au revoir ,Monsieur

11. a) Le Formateur explique la structure "Je m'appelle" en montrant son nom sur le macaron / le badge.

b) Chaque stagiaire donne son nom.

12. a) Le Formateur présente la question "Comment vous appelez-vous?" Il esquisse un point d'interrogation au tableau et montre qu'il s'agit d'une question. Il sollicite la question auprès de chaque stagiaire et y répond.

b) *Drill chaîne*

Ex : F demande à S_1 " Comment vous appelez-vous ?" et le questionnement continue à la chaîne.

S1 Je m'appelle......
S1 ———> S2
S2 ———> S3
S3 ——— >S4, etc

13. a) Le formateur enseigne "au revoir, à bientôt, à plus tard, à demain" avec les gestes appropriés.

b) Le formateur combine les dialogues n° 5 et 10 et les pratique avec un stagiaire. Ensuite, il demande aux stagiaires de les pratiquer entre-eux.

14. Le Formateur présente le récit ci-dessous (à remplir par la personne qui enseigne)

Je m'appelle —(nom du Formateur).
Je suis —(nationalité) .
Je suis professeur.
Je suis —(état-civil) .
Je suis de —(lieu).

15. a) Le Formateur utilise les images du n°1 et d'autres images appropriées pour expliquer les professions. (cf.programmes du stage)

b) Le Formateur remet aux stagiaires les noms désignant différentes professions. Il leur demande de faire correspondre les noms des métiers (professions) aux images, en collant le nom à côté de l'image.

c) Pour la vérification, il distribuera des images de différentes professions aux stagiaires et leur posera la question suivante: " Vous êtes + (profession)?"
Les stagiaires réagiront selon ce qui est mentionné sur leur image en disant OUI ou NON.

☛ N.B. Le Formateur doit chercher différentes images pour travailler les professions.

16. a) Le Formateur remet à chaque stagiaire un bout de papier sur lequel il aura écrit le nom d'une profession ou sur lequel il y aura l'image d'une profession.

b) Le Formateur présente la question "Que faites-vous comme métier?", la sollicite auprès d'un stagiaire et y répond.

F —— Je suis professeur.

c) Le Formateur demande aux stagiaires de répondre à cette question en se référant au métier sur leur bout de papier respectif.
F —>S_1
S_1—>S_2, etc.

17. a) Le Formateur présente sa nationalité aux stagiaires.

Ex.: F——> Je suis (nationalité). Je suis de (ville).
Puis, il désigne un stagiaire et lui pose la question suivante :
F ——> Vous êtes américain(e)?
S ——> Oui, je suis américain(e).

b) Il leur présente les pays limitrophes du sien en mentionnant les nationalités correspondantes.

☛ **N.B.** Présentez le masculin & le féminin.

c) Le Formateur pose les questions ci-dessous pour vérifier la compréhension.

Vous êtes français(e) ?
Vous êtes guinéen(ne) ?
Vous êtes sénégalais(e) ?
Vous êtes ivoirien(ne) ?
Vous êtes américain(e)?

18. a) Le Formateur présente la question :

"D'où êtes-vous ?"

Il la sollicite auprès d'un stagiaire et y répond.
S —> D'où êtes-vous ?
F —> Je suis de ——— .

Il explicite: je suis de + place —— provenance.

b) Pour vérifier la compréhension, le formateur passe à un drill chaîne.

ex F à S1	D'où êtes-vous?
S1	Je suis de ________
S1 à S2	D'où êtes-vous?
S2	Je suis de ________
S2 à S3	D'où êtes-vous?
S3	Je suis de ________
S3 à F	

19. a) Le Formateur se servira des mêmes images pour enseigner marié(e) et célibataire par opposition.

☛ *NB Selon le niveau de la classe le formateur peut enseigner ces mots: divorcé (e) , fiancé (e), veuf/veuve.*

b) Il posera la question : "Vous êtes marié(e)/célibataire ?" et les stagiaires réagiront selon leur situation réelle.

SAMPLES FROM THE FIELD

INSTRUCTORS MANUAL FORMATS: BULGARIA LESSON PLAN

This lesson plan sample from Bulgaria shows an alternative way to provide teachers with direction on their class. This is an example of one kind of lesson plan format. Other lesson plan formats will be found in Section 8 (Pre-Service Training) of this manual. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.

PEACE CORPS/ BULGARIA
INSTRUCTORS GUIDE

HELLO!
Lesson 1
Part I

Warm-up:
LI greets Ts in Bulgarian. LI repeats it and hands every T a color card. LI pronounces their name and puts on a name tag.

Introduction:
LI says several sentences in Bulgarian:
BULGARIAN LANGUAGE SAMPLE
and so on

Presentation:
LIs introduce themselves.
BULGARIAN LANGUAGE SAMPLE
LI uses map and a flag.
BULGARIAN LANGUAGE SAMPLE

Check-up:
LI checks comprehension by giving Ts wrong name tags and expecting appropriate response.

LI presents the dialogue from p 2/ ex 1
BULGARIAN LANGUAGE SAMPLE

Practice:

1. Repetition Drills -
BULGARIAN LANGUAGE SAMPLE
LI hands name tags written in Bulgarian.
2. Chain Drill
BULGARIAN LANGUAGE SAMPLE

Part II

Presentation:

Using pictures LI presents greetings in Bulgarian -
BULGARIAN LANGUAGE SAMPLE
Check-up: LI says each of the greetings showing a wrong picture.

Practice:

1. Repetition Drills:
BULGARIAN LANGUAGE SAMPLE

2. Repetition drills of the whole dialogue from p 2/ex 1 step by step:
- whole group
- two groups
- two volunteers

3. Pair work. LTs assume role of a famous person from prepared set of pictures.

Evaluation:

Two groups get together and everybody introduces to each other.
NB: LI encourages their students.

Application: Ts introduce themselves to another LI

Assignment: What are the names of the members of your host-family.

SAMPLES FROM THE FIELD

INSTRUCTORS' MANUAL FORMATS: PEACE CORPS LANGUAGE TRAINING CURRICULUM

This excerpt from the Peace Corps Language Training Curriculum, available from Peace Corps Washington, is an example of a more generic teacher resource, that provides a number of possible ways to present, practice and apply the sample competency in both in-class and out-of-class contexts. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.

TOPIC I: PERSONAL IDENTIFICATION

UNIT FOCUS: From the moment people arrive in a new country, they are asked for personal information. At immigration, they show their passport and may often be asked their name and country of origin. They also are usually asked to fill out a document giving name, country of origin and passport number. When first meeting host country nationals, new arrivals are asked their name and where they are from. During their first few days in a new country, they will be introduced to others and they will need to respond appropriately. This unit therefore gives the introductory language for making the first social contacts in a new country.

LANGUAGE FUNCTIONS:
1.1. Identify Self (name, country of origin, passport number)
Situation: at customs

FUNCTIONS:	ENGLISH LANGUAGE SAMPLES:
-asking for information -identifying	A: What's your name? B: My name is Mary Jones. A: Where are you from? B: I'm from the United States. A: What's your passport number? B: (gives number)

1.2 Introduce Self

Situation: with host country nationals; informal, social setting

-introducing self	A: My name is Marcella Jones. Call me Marcy. What's your name? B: My name is Bill Smith. A: Nice to meet you. B: Nice to meet you too.

1.3. Introduce Others

Situation: with host country nationals; formal/informal social setting

-introducing others	A: Mary, this is Bill Smith. Bill, this is Mary Jones. Mary: Nice to meet you. Bill: Nice to meet you too.

1.4 Greet and Be Greeted

Situation: with host country nationals; informal, social setting

-greeting people **-being greeted**	A: Hello. (Good morning, afternoon, evening) B: Hi.

I.5. Inquire about health of others; state own well-being

Situation: with host country nationals; informal, social setting

-socializing	A: How are you? B: Fine, thanks, and you? A: Fine, thanks.

I.6. Take Leave

Situation: formal/informal gatherings

-taking leave	A: Good bye. See you later. B: Good bye.

ACTIVITIES:

Note: All activities for this unit are given together and not separated by competency since much of the language is formulaic and is used as a unit for socializing.

PRESENTATION:

-***Oral Dialogues*** (see General Activities): sample language given above. As you present the language, be sure to include any culturally appropriate gestures (smiles, shaking hands, etc.).

-***Reading own Name*** (for languages with a non-Roman alphabet or for students to learn the host country equivalent of their names): Give each student an index card with his/her name/nickname written on it. Have students study their name. Collect the cards and place them randomly on a table. Ask students to find their own names and then introduce themselves.

-***Dialogues:*** *Call me* ______. Present informal dialogues where students practice saying their nicknames when introduced.

-***Cuisenaire Rods: Reading Numbers:*** (see General Activities) Present the numbers I-I0 using cuisenaire rods. Then, using TPR drills (see General Activities) have students show you I, 2, 3, (etc.) rods.

-Number Cards: Show number cards I-I0 and have students repeat the numbers as you read them.
Passport Number: Show a passport; point to each number as you read it aloud. Write several passport numbers on the board that have similar numbers. Read one of the numbers. Have students point to the number that you read. Then have students read their own passport number aloud.
-Form Language (see General Activities): Write the words FIRST NAME, LAST NAME, COUNTRY, PASSPORT NUMBER on large cards. Match these cards to the appropriate part of a student's name. Then have students take turns matching FIRST and LAST cards to parts of their names. Then write the United States and the name of the host country on cards. Match these words with the word COUNTRY.
Arriving and Leaving: As each student arrives at class, greet them with "Hello, How are you?" When each student leaves class, have them line up and say to you before they leave: Goodbye. See you later (tomorrow).

PRACTICE:
-Line-Gram Dialogues (see General Activities)
-Chain Drill (see General Activities): Use the following sequence: My name is ________. What's your name?
-Name Game. Have students sit in a circle. The first student introduces him/herself. The second student introduces him/herself and gives the name of the first student. This continues until the last student gives the names of all the students in the class. Example: My name is Jane. This is Bob. His name is Joe. Her name is Mary.
-Ball Toss: Have students stand in a circle. Ask: What's your name? (Where are you from? ; How are you?) Throw a ball to one student. The student must answer the question and throw the ball to another student while asking a question.
-Tic Tac Toe (see General Activities): Write numbers in the boxes on a tic tac toe board and have students practice reading them while they play the game. Or write form language sight words (NAME, NATIONALITY etc.) in the Tic Tac Toe blocks.
-Cross Out: On the chalkboard, write numbers or form sight words. Tell students to cross out: for example: "all the twos" ; the word NAME.
-Form Language: (see General Activities) Have students complete a form:

FIRST NAME ________________
LAST NAME ________________
COUNTRY ________________
PASSPORT NUMBER ____________

-Pictures: Appropriate Address: Show a picture of a famous person, an older person, a child and have students practice greeting the person in the picture appropriately.
-Role Play: (see General Activities): Give students different roles to practice formal and informal greetings and introductions. For example, the mother in the host family; a child in the host family; a teacher in the school; the principal of the school; a well-known author; a political leader; a close friend.

USE:
-Meeting New People: Bring together two classes of students. Students move around the room meeting and greeting each other.
-Eavesdropping: : Introductions (see Listening Activities): Have students pay attention to how they are introduced by their host families. Make a classroom list (see General Activities, Wall Charts) of different ways people are introduced. Note any differences based on age or relationship.
-Eavesdropping: Greetings (see Listening Activities): Have students pay attention to how people greet each other in the host country. Make a list for a Wall Chart (see General Activities). Compare these ways to how people are greeted in the U.S.

THINGS TO THINK ABOUT

DEVELOPING OTHER TEACHING MATERIALS

Depending on what resources are currently available, how much language program development "history" there is in your country, and the other materials development needs in your program, you may also be able to develop other materials. Here are some other resources that language programs have found useful to have.

ACTIVITY FILES

An activity file is a collection of readily adaptable techniques such as games, concentration boards, and other things that can be used in a wide variety of competencies. In addition to providing general enrichment, it can be a source of "emergency lesson plans" in the event that a teacher suddenly is unable to teach, and a substitute teacher or activity needs to be found in a hurry.

PICTURE FILES FOR USE IN CLASS

Using visual aids in a classroom can vastly improve the quality of the lesson by communicating meaning without having to translate into English, and increasing the interest and involvement that students have in a lesson. Visual aids provide ways to increase variety in drills and practice activities, and can also be used in many ways for student-student interchanges. Picture files can be organized by semantic categories (clothing, food items, fruit, etc.) according to competencies (pictures of the bus station, the bus, the ticket seller, etc.) or grammatical categories (nouns, verbs, adjectives, etc.)

Here is a list of common visual aids that many language teachers find useful:

- photographs (pictures, slides, overhead transparencies)
- maps and charts
- catalogs
- signs
- directions

REALIA

Real objects (articles of clothing, fruits and vegetables) are used in the same way as other visual aids. They greatly enhance the classroom setting and make such activities as role plays much more engaging. Having a collection of common household items will make language practice activities much more realistic.
Here is a list of common realia (items from real life) that many language teachers find useful:

- food or drink
- forms from business or government
- documents (identification, passports, etc.)
- articles of clothing
- tools
- consumer goods
- toys
- puppets, dolls, marionettes
- games
- charts
- catalogs
- models of inside and outside buildings
- directions on packages

AUDIO AND VIDEO-TAPES

Audio and video tapes are excellent ways to practice listening comprehension, preview and rehearse out-of-class contact assignments, and to introduce cross-cultural information like gestures and non-verbal communication. If you have the resources to let the Trainees make tapes of themselves and others, you will find that this is an extremely popular and effective way to get Trainees to observe and use language outside of class.

Trainers can collect prerecorded tapes and can also prepare their own cassettes for use in language training sessions. If possible, you should also prepare tapes that Trainees can use for independent practice outside of the scheduled training sessions.

Audio-tapes could include radio broadcasts, popular songs, and dramatic readings of written articles at different levels of difficulty. For example, a lesson on the competency "Discussing the Host Country's Economic System" could use a recording of an authentic or simplified news broadcast on current exports. Later, learners could use the tape on their own time for extra listening practice.

In addition to the use of video-tapes mentioned above, another use has been developed by Peace Corps Lesotho. They have developed a file of video-taped lessons for most of the competencies in their curriculum. A student who has been absent from a class can review what he or she missed before rejoining the next class.

READING LIBRARIES AND COMMERCIALLY PREPARED MATERIALS

A language resource center for Volunteers is an excellent way to support continued language learning after PST. Language resources such as books about the country, popular literature such as magazines, newspapers, and novels, day-to-day materials written in the language such as train schedules, television guides and other materials can also be utilized for individual study and out of class research projects. More comprehensive commercially prepared language learning materials should also be available in the library, such as target-language dictionaries and grammars, commonly used children's books and school materials

BILINGUAL DICTIONARIES

A good bilingual dictionary is usually considered to be a basic need by most language learners. In the event that one is not commercially available for your country, you may need to commit Peace Corps resources to developing one of your own.

VOLUNTEER NEWSLETTERS

Volunteer newsletters, with ongoing language materials, as well as Volunteers' own translations of and writings in the target language are discussed in more detail in Section 6 (Ongoing Language Learning) of this Resource Kit.

HOW
TO DO IT

COLLECTING, SAVING AND SHARING TEACHING MATERIALS

You can begin gathering training aids–the materials you will need to carry out your program in the classroom--as soon as the needs assessment has been completed and the list of competencies is available. Training aids for a lesson on changing currency, for example, might include coins and bills, bank forms, currency tables, cards showing buildings, and a bingo set. A competency related to visiting a distant village might include training aids such as tape recordings of local dialects, a record of local music, and samples of regional clothing. Trainers need to do three things with these aids: collect them, save them, and share them.

COLLECTING TRAINING MATERIALS

• Some visual aids, such as coins or clothing, are easy to collect. Other things are not so easy to find, especially drawings or photos. The language staff should be constantly on the lookout for pictures that could be used in a lesson plan. Trainers can draw pictures themselves, cut them from magazines or posters, or make copies from books. Phonograph-record jackets, book covers, and even the family photo album are all potential visual aids. Prints of paintings and drawings by local artists are another excellent source of visuals. The more famous ones are sometimes sold in the form of inexpensive postcards at national museums. Even when the objects, actions, or meanings of the pictures are not clear, they can be used to stimulate discussions on competencies related to local culture.

• It is tempting to send away for materials during training cycles, when it is too late, and to forget to do so between training cycles, when it isn't. Send for a training aid as early as you can. Even if the material doesn't arrive in time for the current training cycle, it will be available for the next one. If funds for purchase need to be arranged, start the application process immediately. Or buy the materials yourself, to keep for your own professional use and development.

MATERIALS TO COLLECT, SAVE, AND SHARE

1. **VISUAL IMAGES**
   - **A. OBJECTS**
   - **B. PICTURES**
2. **TAPES AND RECORDS**
3. **WRITTEN LESSON PLANS**

SAVING TRAINING MATERIALS

• You should plan to save the materials you collect permanently. Unfortunately, Trainers often have great success with a teaching aid or lesson plan and then neglect to preserve it for a future training cycle. This is especially true when an idea for an exercise emerges spontaneously in the process of conducting a language training session.

- The new activity should be noted on the original lesson plan as a permanent record. Save the object or picture you found at the last moment in the same way you would jot down an activity you thought of at the last moment. Set a storage box for those objects in a protected place. If possible, mount your visual aids on cardboard rather than paper. Find a box for storing prepared cassettes or use a commercially produced cassette shelf.
- Lesson plans are perhaps the most crucial of all training aids to save. Make files for lesson plans so you can retrieve them easily when you want them. You should also store related documents with the lesson plans, such as the checklist for lesson plan balance and variety, the competency outline, or any commentary on the lesson plan, for later use.
- The most logical way to file lesson plans is under the competency they introduce. You can have a filing system of competencies, grouped by topic, so that if you rearrange the order of presentation of competencies, the basic units of the curriculum will remain intact.
- Make it a rule to save everything you use in your language training session. Even if you plan to revise a lesson before using it again, save the original plan to use as a starting point. In this way,you can build on your successes, spending you can build on your successes, spending effort on refinement rather than starting from the beginning again. When you have plenty of training aids, you can be sure that your class time will be spent enjoyably, with a lot of interaction and variety. That is the key to successful language acquisition.

SHARING TRAINING MATERIALS

Language Coordinators should provide opportunities for Trainers to demonstrate to colleagues lessons and materials that have been particularly effective in their classrooms. If you are given a chance to see what other Trainers are doing everyone in the program will benefit.

- In addition to facilitating the sharing of ideas among Trainers, it is a good idea to build a permanent library of materials. Since loose lesson plans, visual aids, and cassettes have a tendency to get misplaced, each training site needs to develop a way of handling, storing, and protecting materials.
- All of the work involved in developing a complete competency-based language training program should be preserved for future training staff to use, adapt, and improve upon. Curriculum design and development are an ongoing process that should be reviewed and perhaps revised before each new training cycle. Collecting saving, and sharing materials are an important part of that process.

THINGS TO THINK ABOUT

LOGISTICAL CONSIDERATIONS FOR MATERIALS DEVELOPMENT

In addition to the various design considerations that we have already mentioned in this section, there is another set of criteria that must also be considered: the practical realities of your post that determine what resources you have to work with. It is important to establish materials development goals that can reasonably be achieved given the resources that are available. The best design in the world will not be realized without the sufficient resources to commit to the effort. The questions below are useful to consider as you determine what your final product will look like.

WHAT RESOURCES OF TIME AND MONEY ARE AVAILABLE?

One reality in any project is how much time and money are available. Both of these may be issues that you, as a language coordinator, will have relatively little control over. Many budget considerations may have already been determined by the Country Director and other Peace Corps staff long before you arrive on the scene. Your total budget may have been determined as a part of the total training budget. Especially in countries with no full-time Language Coordinator, where the position is considered to be primarily a part of the training budget, you may not have much opportunity to influence the development of how much time or money will be available for your materials development effort. As Language Coordinator, are you hired just for a PST, or is your position a full-time year-round one? What are the expectations of your post about how much materials development needs to be done?

HOW MANY AND WHAT KIND OF PEOPLE ARE INVOLVED?

The scope of what you can do depends in part on what kind of a budget you have for the project--whether you have enough funding to hire a team of twenty or a team of two. It also depends on what kind of language teaching professionals there are for you to choose from. In some countries there is a long tradition of teaching the language to foreigners, and there may be many hundreds of talented and qualified individuals to rely on. But in other posts there has historically been very little experience in teaching the language, and as a result, there are relatively few qualified people to choose from. You may need to select team members based on their knowledge of English or previous experience working with Americans rather than their background in language teaching or materials development. In some countries, the tradition of language teaching is very different than the communicative, competency-based approach utilized by Peace Corps, and even though experienced language-teaching professionals are available, they may not have the required flexibility and commitment to Peace Corps' pragmatic, results-oriented approach. Remember, too, that you may want to seek outside expertise from Peace Corps Washington or Peace Corps staff from another post where language needs or training conditions are similar to your own. Refer to the first section of this manual for tips on how to negotiate for such resources with your Country Director.

WHAT KIND OF TECHNICAL RESOURCES DO YOU HAVE FOR THE PROJECT?

The "look" of your final products will also be determined by technical resources. Do you have the computer equipment and expertise to handle sophisticated graphics and other features, or are you working in a situation where the best you can hope for is a typewriter and a photocopy machine? Will your final products be off-set printed? How long does it take such things to be accomplished? Are there locally available people to help with the job, or will it all have to be accomplished in-house? How much technical support does the training program receive from the Peace Corps office? What facilities do you have for obtaining illustrations and other visual aids that will form a part of your materials? It is important to establish goals and formats that can be accomplished with the tools you have available.

HOW TO DO IT

ESTABLISHING YOUR MATERIALS DEVELOPMENT TEAM

WHO SHOULD YOU HIRE?

Once you have considered the logistical realities that might effect your final product you are ready to gather together a materials development team. It is likely that you will want to involve the team from the very beginning of the curriculum development process, and not just as materials writers. It's also important to remember that the skills you are looking for in a good materials developer may not necessarily be the same as those needed by a good classroom teacher.

- Ideally, your team will be made up of language teaching professionals who have had previous experience developing materials for other training contexts. In addition, it is usually wise to have at least one or two experienced classroom teachers, ideally, people who have taught in previous training programs and have a good first-hand idea of the needs of and challenges involved with teaching Peace Corps Trainees.
- Other skills and characteristics would be imagination and creativity, a systematic approach, and the ability to stay focused throughout the development process. Your developers will hopefully be familiar with the technical resources that you have, such as computers, word-processing and graphics-design software.

POSITION DESCRIPTIONS AND STATEMENTS OF WORK

Your team will probably consist of you as coordinator of the project, a number of materials developers, and other positions such as graphics lay-out artist, secretary, typist, etc. as the logistical realities of your situation determine. You will need to draw up a formal statement of work for each position that specifies exactly what is to be accomplished, and when it is to be completed. Section 2 (Teacher Supervision) of this manual contains a more complete discussion of the process of recruiting and hiring teachers, and much of what is suggested there applies equally to materials development. Refer to that section for general guidelines about what should be contained in a statement of work and other issues involved in recruiting and hiring people for your program.

- In addition you will need to develop a clear schedule of when things should be accomplished to ensure that there is sufficient time to review and revise as needed, as well as to meet any deadlines for printing your finished product.
- Below is a sample statement of work for a materials developer position that was adapted from one that was developed in Bulgaria (The original version, as well as other samples of statements of work for other materials development positions is included in the following *Samples from the Field* section.) Notice how it specifies the number of days for the project, a general description of what is to be produced, and the process that will be followed, as well as detailed information concerning deadlines and required formats for how the materials will be developed.

Statement Of Work:
Language Curriculum and Manual Team
Contractor: ______________________

Duration & Period of Performance:

All activities associated with this activity are to occur between _______ and ______, for a total number of actual working days not to exceed _____days each, at a rate of _______ per day. The payment will be executed three times, each payment being one third of the total amount of the contract. First payment will be made on____, the second payment will be made on_____, and the third payment will be made on _____.

Supervision and direction will be provided by__________, Peace Corps/ ________ Language Program Coordinator.

Overall Objective:

The overall objective of this activity is to design and develop a Language Manual and supporting materials within the Peace Corps Competency-Based Language Curriculum framework. Specific activities and responsibilities for individual team members include, but are not limited to, the following.

Initial Activities

- Develop and implement a needs assessment instrument and methodology for the development of an effective Language Manual for use during Pre-Service Training.
- Review existing Language Manual from PST '95.
- Review existing Peace Corps language materials utilized in other posts.
- Meet regularly with Language Coordinator to discuss ongoing issues concerning the design of the curriculum and the Manual.

Activities

- Design a competency-based PST language curriculum.
- Develop effective materials and resources to be used in the language teaching classroom, including, as appropriate, audio-tape materials.
- Develop guidelines for applying a variety of effective teaching methods compatible with competency-based language instruction and communicative language teaching techniques appropriate for adult learners.
- Develop specific language performance objectives and a schedule of course work for PST based on the time frame of the particular training design.
- Design approximately 30 lessons and relevant accompanying language materials which should incorporate language and cultural objectives and communicative learner-centered activities.
- Develop and present the first 10 lessons of the new Language Manual not later than ___. The second 10 lessons should be presented by ___and the last 10 lessons - not later than ___.
- The text of content of all lessons and audio-tape materials to be delivered on a diskette in Word 5.1 with illustration notes regarding layout.

HOW TO DO IT

ENSURING ON-GOING REVISION OF MATERIALS

Of course you will want to evaluate the effectiveness of your materials at the end of training, by giving both Trainees and teachers an opportunity to give feedback and make suggestions for improvement. But if time allows, you may also want to carry out this evaluation of materials while the materials are being developed initially. Language Coordinators in the ECAM region have suggested developing networks with these groups of people to solicit in-put and foster on-going evaluation and revision of materials.

OTHER LANGUAGE TEACHING PROFESSIONALS	Contact other language teaching professionals and get as much input from them as possible. Involve prospective teachers in materials development and revision.
OTHER PEACE CORPS LANGUAGE TRAINING SPECIALISTS	Maintain contact with other Language Coordinators and Peace Corps Washington Language Training Specialists on the current projects in materials development. Write regular reports summarizing progress of work with respect to your workplan. Send copies to your CD, PTO and to Peace Corps Washington.
INTERESTED VOLUNTEERS	Involve interested Volunteers in language materials development and revision. Write a letter to the Volunteers. Based on Trainees' feedback from PST, involve those interested in the revision process by soliciting suggestions for revisions.

SAMPLES FROM THE FIELD

STATEMENTS OF WORK FOR MATERIALS DEVELOPMENT

The following samples from the field illustrate different statements of work for positions that you may wish to include as part of your materials development team. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starTing point for developing your own.

BULGARIA MATERIALS DEVELOPMENT TEAM SOWS

This sample includes statements of work for positions of curriculum and materials developer as well as layout specialist.

Peace Corps / Bulgaria
Statements Of Work for Bulgarian Language Curriculum and Manual Team

PST Language Curriculum and Manual Developer

Duration & Period of Performance:
All activities associated with this activity are to occur between February 26, 1996 and May 10, 1996, for a total number of actual working days not to exceed 30 days each, at a rate of 1,880.00BL per day. The payment will be executed three times, each payment being one third of the total amount of the contract. First payment will be made on March 8, 1996, the second payment will be made on April 5th, and the third payment will be made on May 20, 1996.
Supervision and direction will be provided by Zoya Lubenova, Peace Corps Bulgaria Language Program Coordinator.
The overall objective of this activity is to design and develop a Bulgarian Language Manual and supporting materials within the Peace Corps Competency-Based Language Curriculum framework. Specific activities and responsibilities for individual team members include, but are not limited to, the following:

Initial Activities

- Develop and implement a needs assessment instrument and methodology for the development of an effective Bulgarian Language Manual for use during Pre-Service Training.

- Review existing Language Manual from PST '95.
- Review existing Peace Corps language materials utilized in other Posts.
- Meet regularly with Language Coordinator to discuss ongoing issues concerning the design of the curriculum and the Manual.

Activities

- Design a competency-based PST language curriculum.
- Develop effective materials and resources to be used in the language teaching classroom, including, as appropriate, audio-tape materials.
- Develop guidelines for applying a variety of effective teaching methods compatible with competency-based language instruction and communicative language teaching techniques appropriate for adult learners.
- Develop specific language performance objectives and a schedule of course work for PST based on the time frame of the particular training design.
- Design approximately 30 lessons and relevant adjoining language materials which should incorporate language and cultural objectives and communicative learner-centered activities.
- Develop and present the first 10 lessons of the new Language Manual not later than 20 February, 1996. The second 10 lessons should be presented by 5 April and the last 10 lessons - not later than 15 May, 1996.
- The text of content of all lessons and audio-tape materials to be delivered on a diskette in Word 5.1 with illustration notes regarding layout.

PST Language Manual Layout Specialist

Duration & Period of Performance:

All activities associated with this activity are to occur between March 11, 1996 and May 31, 1996, for a total number of actual pages A4 not to exceed 250 pages, at a rate of 70 BL (seventy) per page. The payment will be executed three times, each payment being respective to the total amount of pages presented by the time of the payment. First payment will be made on March 29, the second payment will be made on April 30, and the third payment will be made on May 31, 1996.

Supervision and direction will be provided by Zoya Lubenova, Peace Corps Bulgaria Language Program Coordinator.

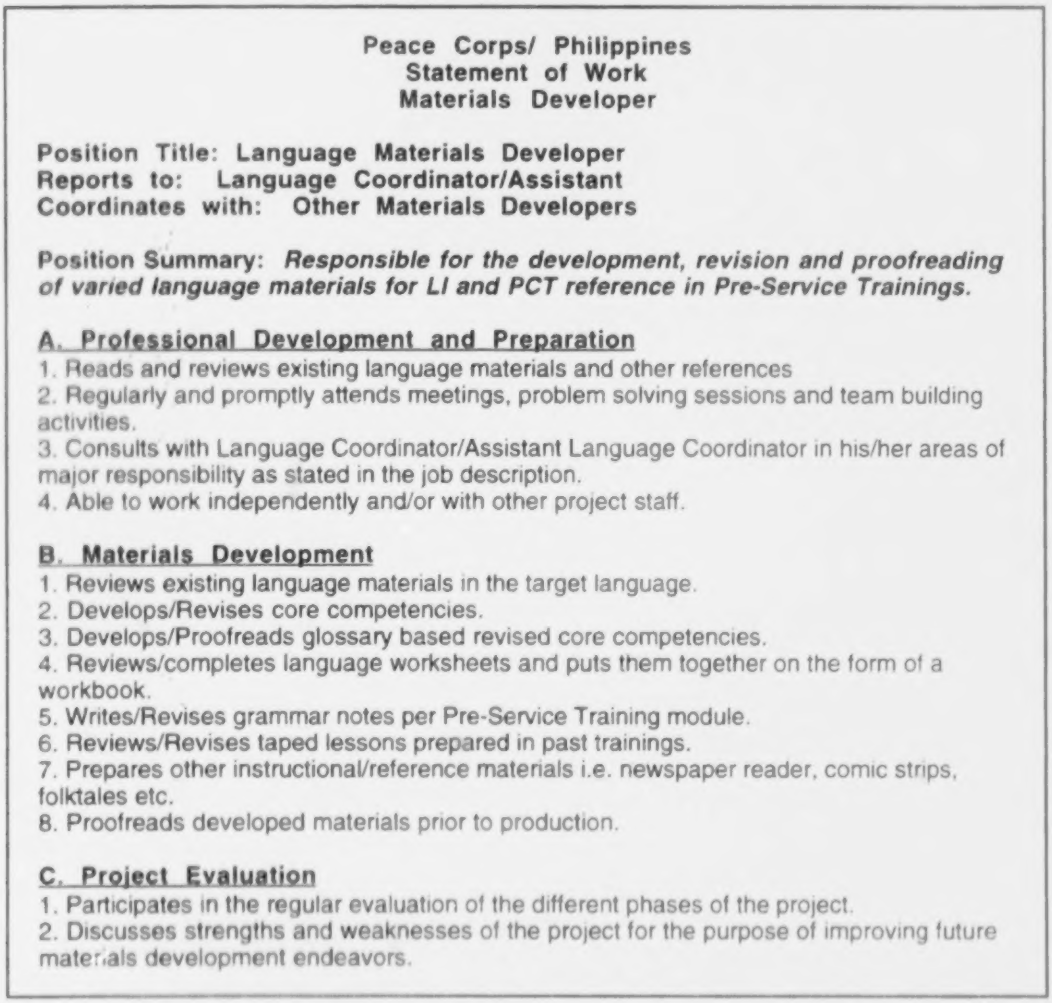
The overall objective of this activity is to design and format language lessons developed for the Bulgarian Language Manual. Specific activities and responsibilities include, but are not limited to, the following:

Duties and Tasks:

- Design the overall layout of the Bulgarian Language Manual and present it to the Language Coordinator for discussion.
- Format lessons designed and developed for the PST Bulgarian Language Manual.
- Scan pictures, if necessary.
- Meet regularly with the Language Coordinator and the Bulgarian Language Curriculum and Manual Team Members to discuss ongoing issues concerning the design of the Manual.
- The text to be formatted will be presented to the contractor on a diskette typed in Word 5.1 with illustration notes regarding layout.
- Format and present the first 10 lessons of the Language Manual not later than 29 March, 1996. The second 10 lessons should be presented by 30 April and the last 10 lessons - not later than 24 May, 1996.
- The formatted text of all pages to be delivered on a diskette in Word 5.1 for Macintosh.

PHILIPPINES MATERIALS DEVELOPER POSITION DESCRIPTION

This sample from the Philippines is a position description that does not specify appointment details like period of service or salary, but does provide other important information, such as who the developer will coordinate with and a breakdown of the specific tasks (such as proof-reading) that are an integral part of any materials development process.



Peace Corps/ Philippines
Statement of Work
Materials Developer

Position Title: Language Materials Developer
Reports to: Language Coordinator/Assistant
Coordinates with: Other Materials Developers

Position Summary: ***Responsible for the development, revision and proofreading of varied language materials for LI and PCT reference in Pre-Service Trainings.***

A. Professional Development and Preparation
1. Reads and reviews existing language materials and other references
2. Regularly and promptly attends meetings, problem solving sessions and team building activities.
3. Consults with Language Coordinator/Assistant Language Coordinator in his/her areas of major responsibility as stated in the job description.
4. Able to work independently and/or with other project staff.

B. Materials Development
1. Reviews existing language materials in the target language.
2. Develops/Revises core competencies.
3. Develops/Proofreads glossary based revised core competencies.
4. Reviews/completes language worksheets and puts them together on the form of a workbook.
5. Writes/Revises grammar notes per Pre-Service Training module.
6. Reviews/Revises taped lessons prepared in past trainings.
7. Prepares other instructional/reference materials i.e. newspaper reader, comic strips, folktales etc.
8. Proofreads developed materials prior to production.

C. Project Evaluation
1. Participates in the regular evaluation of the different phases of the project.
2. Discusses strengths and weaknesses of the project for the purpose of improving future materials development endeavors.

HOW
TO DO IT

USING COMPUTERS TO WORK WITH TEXT AND PICTURES

ECAM has developed the following guidelines and suggestions about using the computer for desk-top publishing that will help you develop materials that are visually attractive and easy to revise.

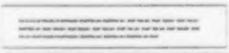
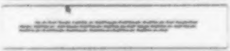
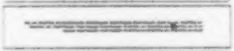
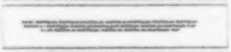
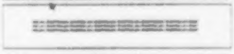
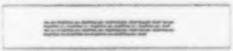
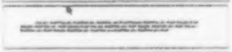
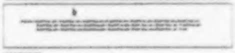
ASPECTS OF TEXT

There are two aspects to any text you write. The formal part, which is the font, its size and style, the layout of the text on the page, such as line spacing, spacing of the characters, spaces between paragraphs, etc. Then, there is the logical aspect, which is how your text breaks down to make chapters and subchapters. Then, your text also contains some accessories that make reading it easier, such as table of contents, index, headers and footers, lists of pictures.

Your computer can make your life significantly easier in all of the above. It will help you with the form, of course, but, while you still have to supply all the content, the computer will help you organize it into easily manageable sections and subsections (e.g. chapters, and subchapters). It will help you move around sections the way you like, and it will help you ensure consistent formatting for your chapter and subchapter titles, as well as other text and paragraph formatting that you use often. It will also help you prepare such things as an index and a table of contents with little more than one keystroke. This holds for documents anywhere between one and one thousand pages.

FORMAL ASPECTS OF TEXT

Character (Word, Sentence)	font
	type
	size
	spacing

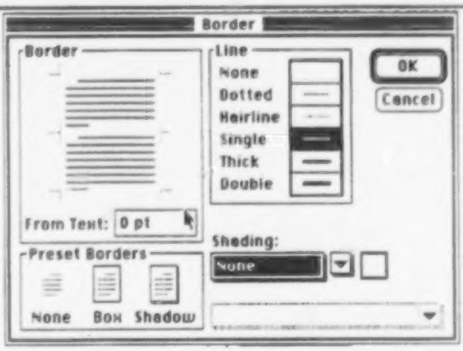
Paragraph	border		
	background color		
	line spacing		
	justification	left	
		right	
		full	
		centered	
	space before/after		
	indent	whole paragraph – left/right	
		first line	
		all but first line (hanging)	
	drop cap		

Page	format	(A4, Letter, Legal)
	margin	
	numbering	
	orientation	(portrait/landscape)
	footer/header	
	columns	
	tables	
	picture	

LOGICAL ASPECTS OF TEXT

Chapter	title
	number
	subchapters
Text accessories	front page
	table of contents
	index
	lists

HOW TO FORMAT TEXT

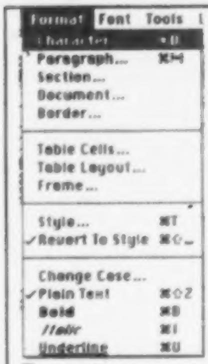
What	How
Character	
Spacing between characters	Format → Character → Spacing
$_{\text{Subscript}}$ and$^{\text{superscript}}$	Format → Character → Subscript/Superscript
Typeface	Serif (Times, Palatino) SansSerif (Helvetica, Geneva)
Paragraph	
Background color	Format → Border 

Border
Border
Line
None
Dotted
Hairline
Single
Thick
Double
OK
Cancel
Preset Borders
None
Box
Shadow

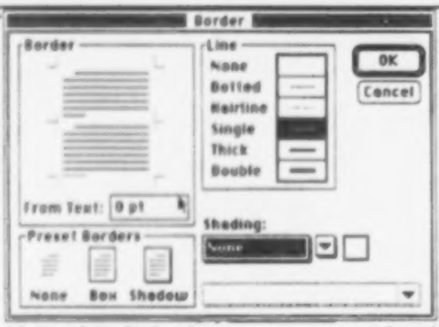
From Text: 0 pt

Shading: None

What	How
Border	Format → Border
Line spacing	Format → Paragraph (- M) / Toolbar
Alignment	Format → Paragraph (- M) / Toolbar
Indent	Format → Paragraph (- M) / Ruler (no indent); (left indent); (hanging indent); (first line indent); (right indent)
Drop cap	Insert → Drop Cap
Page/ Document	
Page Format	File → Page Setup
Margins	Print Preview, Format → Document
Orientation	File → Page Setup
Footer/Header	View
Page Number	View → Footer (Print Preview)
Columns	Toolbar → , Format → Section
Replace	Edit
Change text to table	Insert


Format
Font
Tools
Character... ⌘D
Paragraph... ⌘M
Section...
Document...
Border...
Table Cells...
Table Layout...
Frame...
Style... ⌘T
✓Revert To Style
Change Case...
✓Plain Text ⌘⇧Z
Bold ⌘B
Italic ⌘I
Underline ⌘U

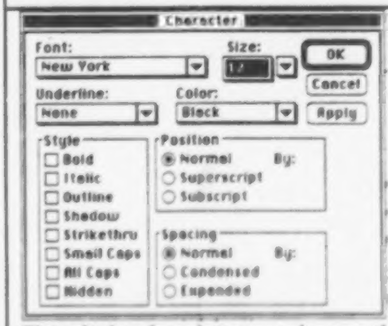
Format menu contains the most important items.


Border
Border
Line
None
Dotted
Hairline
Single
Thick
Double
OK
Cancel
Preset Borders
None
Box
Shadow
Shading:

From Text: 0 pt

Shading: None

Using this dialog box, you can put a border around a paragraph, a frame or a table. You can also change the background color.


Character
OK
Cancel
Apply
Style
☐ Bold
☐ Italic
☐ Outline
☐ Shadow
☐ Strikethru
☐ Small Caps
☐ All Caps
☐ Hidden
Position
● Normal
○ Superscript
○ Subscript
By:
Spacing
● Normal
○ Condensed
○ Expanded
By:

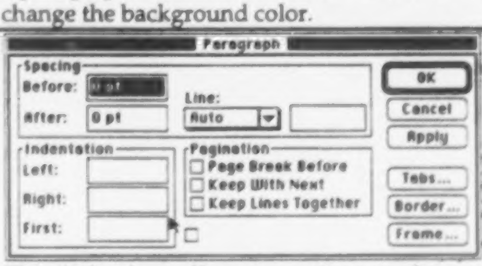
Font: New York

Size: 12

Underline: None

Color: Black

This dialog box lets you change the look of characters. Remember shortcut – M.


Paragraph
Spacing
Indentation
Left:
Right:
First:
Pagination
☐ Page Break Before
☐ Keep With Next
☐ Keep Lines Together
☐
OK
Cancel
Apply
Tabs...
Border...
Frame...

Before: 0 pt

After: 0 pt

Line: Auto

This dialog box offers you options to change the settings of your paragraph such as indentation, space before and after, and line spacing. Remember the shortcut – M.

HOW TO WORK WITH PICTURES

WHAT CAN BE DONE WITH PICTURES?

Insert	Make it part of text	Insert Æ Picture
	Embed in text/ wrap text around	Insert Æ Frame
	Use subscript/superscript to level picture with text	
Resize	Select by clicking on the picture, hold down SHIFT and drag handle	
Crop	Click, drag handle without holding down SHIFT	
Edit/Change	Add/delete lines, circles, text	Double click (more in the manual)

WHAT KINDS OF PICTURES THERE ARE AND WHERE TO GET THEM

The best and easiest way to include pictures in your document, is to do it directly, with computerized pictures. The CD-Rom that accompanies this manual contains a large picture bank that has been developed by Peace Corps countries from around the world, and the images illustrate most of the competencies and cultural contexts that you are likely to need. It's a good idea for you to spend some time looking at what is already available on the CD-Rom. These images can be copied and pasted directly into you document.

The pictures that you only have on paper and want to use in your documents must be *scanned* in the computer. For that you need a *scanner* (it works similarly to the photocopier only the output goes directly to the computer). Some Peace Corps posts have a scanner available but it is always possible to have a local computer dealer scan pictures for a fee. With scanning and using existing pictures, you need to consider copyright issues.

USING STYLES

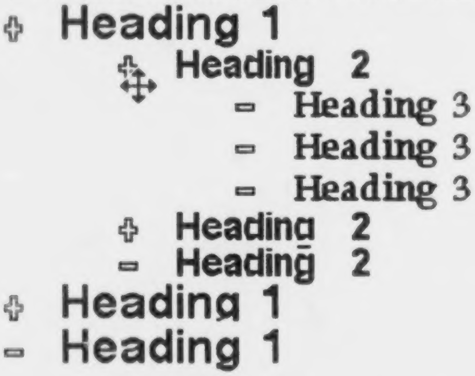
STRUCTURE OF DOCUMENT

Each of these components should have a style assigned.

- **Title**
- **Table of Contents (TOC)**
- **Heading 1[Bold, 24pt, Helvetica, 3 lines before, 3 lines after, centered, keep with next, page break before]**
- **Heading 2 - [...etc].**

Text

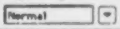
The *Heading* styles are predefined in some versions of Microsoft Word, and can be used for defining sections, which are then easy to move around (see box below). Styles also make it easy to consistently change formatting throughout the document. Also, Microsoft Word can generate a table of contents for any text defined with*Heading 1 - 9* style. Read more on styles and tables of content in MS Word manual.



Heading 1
Heading 2
Heading 3
Heading 3
Heading 3
Heading 2
Heading 2
Heading 1
Heading 1

Outline view

You can move sections by dragging them up and down. You can also change level of individual sections.

Define Style	Format Æ Style, use a selection as a model
Redefine Style	Style pull-down menu Æ select style, and choose redefine 
Move Headings	View Æ Outline (drag on handle — if you move a heading in this way, all underlying text, including lower level headings, is moved)
Generate Toc	Insert Æ Table of Contents

DOS AND DON'TS OF REVISABILITY

People revise 99 percent of their documents, at some point. It can take a lot of time, or it can be done easily. All your documents share certain structure, such as title, section headings, and body text with different types of indent, justification, paragraph spacing, etc. If you later wish to change formatting of some frequently repeating feature (for instance, increase font size in all second level chapter headings), you either have to do it manually for each occurrence of the feature, or you if you used different styles for different components of your document (text, heading, list, table) all you have to do is change style definition, and the formatting changes accordingly, throughout the document.

DO... BASIC RULES OF REVISABILITY

To ensure revisability of your documents, it is good to observe a few simple rules when writing your documents:

- Use styles for every type of text repeating throughout the document (e.g. headings, lists, text in tables, header/footer, body text, paragraphs following headings, etc.).
- Use tables for tabulated text.

DON'T... FIVE CRIMES AGAINST REVISABILITY

Once you've tried to make changes to a document that was prepared without any regard to revisability, you will see how grave the following crimes are. Not using styles is bad, but any of the following take you back to the age of typewriter. So remember, NEVER use...

- ENTER to end lines (the computer will end the line for you)
- TAB to mark first line indent or hanging indent (set the ruler to do it automatically).
- more than one TAB together (set a tab mark on the ruler, or use table).
- more than one space except after a period(use TAB).
- two ENTERs to put extra space between paragraphs (use settings in the paragraph dialog box).

KEYBOARD SHORTCUTS

SHORTCUTS

When you're typing on the keyboard, having to reach for the mouse to perform simple commands disrupts your rhythm. Memorize the following shortcuts, and you will be able to work more efficiently. Observe your work habits. If you see that you're using a certain command too often, learn its shortcut. It is usually written next to it in the menu. Word 5.1 also lets you make your own shortcuts.

It is also recommended to use drag-and-drop function to move and copy text.

ESC--*cancel*
 – P *print*
RETURN *highlighted command*
 – O *open document*
 – Q *quit program*
 – N *new document/folder*
 – W *close window*
 – F *find*
 – S *save document*
OPTION, held down during start-up-*rebuilds desktop*

To speed up your common tasks, consider using *Glossaries* (or *AutoText* in Word 6.0). They allow you to quickly insert text and graphics that you use often. Read the manual for details.

Paragraphs

Use indent to do this: test text test text test text test text. Never TAB!

The same for this: test text test text test text test text. Never use TAB!

NO INDENT RIGHT INDENT

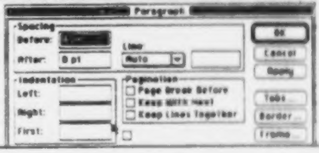
LEFT INDENT

HANGING INDENT

FIRST LINE INDENT

It is better to put spaces between paragraphs using the PARAGRAPH dialogue window from FORMAT menu.

All options for formatting paragraphs are in the PARAGRAPH dialogue box in menu FORMAT. Including borders and shaded background.

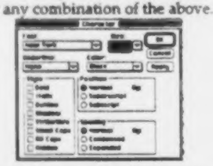


Characters

Go to **FORMAT/CHARACTER** to do:

outline, **shadow**, $^{\text{superscript}}$, $_{\text{subscript}}$, SMALL CAPS, ~~strikethrough~~, underline, expanded spacing by 3 pt, condensed spacing by 1pt, $^{\text{raised by 3 pt}}$, $_{\text{lowered by 3 pt}}$.

Or any combination of the above.



Use different fonts to highlight parts of text. E.g. Helvetica for titles and Palatino for body text.

(this is the difference between *serif* and *sans serif*, fonts without serifs, such as Helvetica stand out more in a text)

(Never use more then one serif and one sans serif font in one text!)

Select the right keyboard layout in the KEYBOARDS Control Panel.

Troubleshooting tips

- Rebuild your desktop from time to time by holding down apple and option during start-up
  - Do this especially if clicking on a document icon doesn't start the application that created it (provided you have the application in your computer)
- If there's a problem with you computer try to solve it doing the following:
  - Restart with the extensions turned off (hold down SHIFT during start-up)
  - If the problem disappears, you know that some of you extensions are in conflict or your preference files are corrupted
  - Delete all preferences in your system folder that you know you don't need (your computer will automatically create new ones — some preferences may contain important data, e.g. QuickMail)
  - restart and if the problem remains
  - take your extensions out one at a time and restart after each, when the problem disappears you have found your conflicting extension (if you have the EXTENSIONS MANAGER control panel, you can use it for this)
  - ± try removing the extension or replacing it with a new one
  - if the problem remains even with extensions off, contact professional help

Never evers

- never turn off your computer directly (go to the SPECIAL menu and choose SHUT DOWN, then turn the computer off)
- never use RETURNs to end lines (the computer will end the line for you)
- never use spaces to offset text (use TABs or indent instead)
- never use TABs for first line indents (set the indent on the ruler -)
- never use TABs for hanging indents (set the indent on the ruler -)
- never use RETURNs to get to the next page (use INSERT / PAGE BREAK instead)
- never put more than one TAB together (set a tab mark on the ruler, or use table)
- never put more than one space except after a period (use TAB)
- never use two RETURNs to put extra space between paragraphs (use settings in the paragraph dialog box)

Headers and Footers

Headers and footers are text that appears at the top or bottom of every page in your document

To insert a footer or a header

- choose VIEW/HEADERS AND FOOTERS while in the NORMAL view
- type the text or insert a picture
- click the CLOSE button

What can be put in the footer

- page number (click the page number button)
- picture
- border

How to make the first page different

- choose FORMAT/DOCUMENT
- check the DIFFERENT FIRST PAGE check-box

In Word 6.0, it is also possible to have different odd and even footers and headers. You can also put the title of the chapter there, the total number of pages, and many others

Styles

What is style?

Every paragraph in Word is formatted. Sometimes the formatting is very complex. For instance [**bold, Helvetica,** *centered,* 2 lines before and 1 line after]. If you want to have a number of paragraphs to be formatted identically, you make a style that you can then apply to each paragraph.

What do styles do?

- keep *consistent formatting* throughout a long and complex document, or through all your documents
- *change* all paragraphs with identical formatting and a style assigned by changing the definition of the style
- create *Table of Contents* with a simple command using the pre-defined HEADING 1 – HEADING 9 styles
- move, promote/demote *sections* in the OUTLINE view

How to define a style?

You define styles by giving an example

- format one paragraph as you want all the paragraphs with the style to appear
- click in the style pull-down menu on the bottom toolbar and type the name of the style
- hit RETURN and confirm the definition

How to change the definition of a style?

- change formatting of one paragraph with that style
- select the style from the style pull-down menu
- confirm that you *Want to redefine style based on selection.*

Importing Word 6.0

If you have *Word 6.0 for Macintosh&Windows* file in you Word Commands folder, you can open Word 6.0 documents in Word 5.1.

- open Word 5.1 one and choose FILE/OPEN
- in the pull down menu DISPLAY FILES OF TYPE: choose ALL
- open the desired document
- it will appear in an untitled window

If you don't have the *Word 6.0 for Macintosh&Windows* file, place it in the WORD COMMANDS folder in your WORD 5.1 folder, and quit Word and start it again.

Quick Email

What is the difference between *email* and *QuickMail*

Email is short for *electronic mail*. It means sending messages via a computer network. The application used in Peace Corps for e-mail is called QuickMail.

What you can do in *QuickMail*

- send a simple message to anybody connected to QuickMail
  - click on the NEW button
  - select a form you want to use
  - click anywhere in the gray are with the TO: field
  - address the message by dragging the adressee's name(s) into the TO: or CC: boxes and click OK
- enclose a file with your message
  - click on the button with a paper clip
  - select files you want to enclose and click Enclose
  - click OK

Making Your Computer Faster

There a few basic rules to observe:

Computer in general

- rebuild your desktop from time to time by holding down OPTION, ⌘ during start up
- remove all unnecessary extensions
- increase memory allocated to your applications
  – click on the application icon once
  – from menu FILE choose GET INFO
  – type in a higher number into to the recommended box (CAUTION: It must be 2 MB less than the total memory in your computer)

MS Word 5.1/6.0

- make sure that you are working in the NORMAL view (VIEW/NORMAL) — PAGE LAYOUT is only if you want to view and edit multiple columns, or pictures in frames, otherwise it is much slower
- in TOOLS/OPTIONS, select VIEW and check the PICTURE PLACE HOLDERS checkbox; it will only display empty frames for pictures, and the scrolling will be faster
- in Word 6.0 only: in TOOLS/OPTIONS/VIEW check the DRAFT FONT option; work with the document will be faster but you won't be able to see a lot of the formatting

Columns

There are two types of columns. Parallel, for which you use tables, and Newspaper-like for which a special feature of Word is used.

Mark the section where you want multiple columns:

- position the insertion point where you want your two columns to start
- choose INSERT/SECTION BREAK
- do the same where you want you section to end

Tell the computer how many columns you want

- position the insertion point between the two section breaks and click on an icon with two or three columns
- to set additional options choose FORMAT/SECTION
- in the dialogue window you can set the gap between two columns

CAUTION: Make sure that the section has the NO BREAK option set up. Otherwise, your columns may start on a new page even if you don't want them to.

TO VIEW: You either have to be in the PAGE LAYOUT view or print preview to view columns as they will be printed. In NORMAL view, you only see a single column.

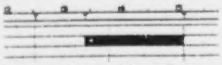
Tables

To begin a table: Click on the table icon (▦) and drag to select how many rows and columns you want! **To precisely set the table:** go to **Insert** menu and select **Table**!

To put a border around a table: select the cells you want to have border around ⇒ go to the **Format** menu and select **Border**... ⇒ in the **Line** section select what kind of line you want ⇒ in the **Border** section click on the lines which you want to have a border around!

To insert and delete cells: select the cells you want to delete (or how many you want to insert) ⇒ go to **Format** menu and select **Table Layout** ⇒ click the **Insert** or **Delete** button.

To resize column width: select the cell(s) you want to resize ⇒ click on this icon on your toolbar ⇒ the ruler changes to what you see below ⇒ hold down SHIFT and drag this icon ⌶ on your ruler until it is where you want your column to end ⇒ release your mouse button and the column will be revised!



To make a title row: select the table cells you want to use for title ⇒ go to **Format** menu and select **Table Layout** ⇒ make sure the ● **Selection** button is selected ⇒ click the **Merge** button!

Pictures

You can insert a picture either from your disk, or from another documents

From another document ⇒ select the picture in the document by clicking on it once and choose **Copy** from the Edit menu ⇒ position the insertion point where you want you picture to be and select Paste from the Edit menu!

From the hard disk/CD-ROM ⇒ position your insertion point where you want the picture to appear ⇒ select **Picture** from the **Insert** menu and find your picture on the disk ⇒ double click it to insert!

To change the size of your picture ⇒ click on the picture once ⇒ in the right bottom corner, two black boxes appear ⇒ hold down SHIFT and drag the boxes until the picture is the right size ⇒ release your mouse and SHIFT
Except for size and font, you can do everything that you can do with a character also with a picture.

To put text around picture (or to **embed picture**) you have to insert frame. Select the picture by clicking on it once ⇒ Go to **Insert** and choose **Frame**! You will be switched to Print Preview ⇒ move the object to where you want to have it and the text will wrap around it! **To format the frame** go to **Format** menu and choose **Frame** ⇒ in the dialog window, you can change the width and precise position of your frame, and distance of the frame from text around it. You can also remove the frame and change its position.

Keyboard Shortcuts

Learn how to **use the keyboard** for common commands. It will save you a lot of **time**.

Most common keyboard shortcuts

These are used in MS Word and most other applications on your Macintosh

- S	SAVE	- P	PRINT
- O	OPEN	- W	CLOSE
- N	NEW DOCUMENT	- Q	QUIT
- C	COPY	- X	CUT
- V	PASTE	- A	SELECT ALL
- Z	UNDO LAST	- Y	REPEAT
- F	FIND	- G	GO TO
- D	FONT PARAGRAPH	- M	

How to make your own shortcuts

- Word 5.1 go to TOOLS/COMMANDS. There you can assign a shortcut to any command in Word.
- Word 6.0 go to TOOLS/CUSTOMIZE. Click on the tab KEYBOARD.
- You can also do combined shortcuts, for instance ,OPTION,L,X

You don't have to press or the keys in the shortcut at once. Press and hold, then OPTION and hold both, then L and then X. Then release them.

Good Text Layout
or how to make your texts more readable

- never underline text, use *italics* instead
- never use CAPITAL LETTERS for **titles**, use bolded **San Serif** font like Helvetica instead
- use a **Sans Serif** (like Helvetica) font for titles and **section headings** (it stands out)
- use a Serif font (like Palatino, or Times) for a **body of text** (the Serifs form an imaginary line which makes the text easier to read) !!!Never use a San Serif font!!!
- good **font size** of your body text is 11 pt and 14 for your headings
- make sure that there's plenty of **space before and after a heading** (more before than after)
- it is advisable not to combine two different Serif or two different Sans Serif fonts in one text
- include as much information in your **headers and footers** as possible (page number, number of pages, title of document, date of creation, creator of a document, file name)